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AESTRACT

This document summarizes the recommendations made as a result of a study on administrative utility analysis and vocational education programs for Puerto Rico. The major recommendation was that the Area of Vocational and Technical Education (AVTE) in the Puerto Rico Department of Education be restructured at the central organizational level, for which various level positions, offices functions, and responsibilities are detailed. Included are general guidelines with regard to the internal management structure and operating methods for the individual vocational programs. Organization structures are presented for specific area programs in industrial arts, health occupations, industrial and technical education, vocational agriculture education, home economics education, business education, distribution and marketing education, vocation guidance, and special programs. Other recommendations were made for restructuring the AVTE regional organization, planning and budgeting operations, and all internal systems and procedures. Present and recommended organization charts for the AVTE administrative organization and for the various vocational and technical education programs are appended. Related documents are available as VT 019 716 and VT 019 717. (MF)

ED 074276

ADMINISTRATIVE UTILITY ANALYSIS

STUDY SUMMARY

PUERTO RICO DEPARTMENT OF EDUCATION
AREA OF VOCATIONAL AND TECHNICAL EDUCATION

1971

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PMM&Co. Peat, Marwick, Mitchell & Co

The research reported herein was performed pursuant to a grant under the Vocational Education Amendments of 1968. Contractors undertaking such projects under Government Sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions do not, therefore, necessarily represent official Office of Education position or policy.

ADMINISTRATIVE UTILITY ANALYSIS

STUDY SUMMARY

Department of Education
Area of Vocational and Technical Education

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Present and Recommended Organizational Charts	A

PEAT, MARWICK, MITCHELL & CO.
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SAN JUAN, PUERTO RICO 00936

August 12, 1971

Dr. Ramón Mellado
Secretary of Education
Department of Education
Commonwealth of Puerto Rico
Hato Rey, Puerto Rico

Dear Dr. Mellado:

We have completed our study on Administrative Utility Analysis and Programs of Vocational Education for the Area of Vocational and Technical Education of the Department of Education. The following is a summary of the recommendations included in the main body of the Report.

BACKGROUND

Presently, the Area of Vocational and Technical Education is headed by Dra. María Socorro Lacot, Assistant Secretary of Vocational and Technical Education. Educational services are offered to young and adults in seven vocational schools, eight high schools with vocational departments, two technological institutes and 376 secondary schools with vocational programs. Basically, the A.V.T.E. is structured in eight programs managed by Program Directors and the educational services are carried out at three levels: central, regional and school districts.

The A.V.T.E. is facing a compound problem of having an increasing student population and number of programs to implement with a limited budget at its disposal. This situation necessitates a continuing effort at searching alternative uses of its funds in an attempt to derive the most effective utilization from the services it has at its disposal.

Being aware of the continuous need to apply modern administrative management techniques to cope with the expansion in the scope of the vocational programs, the Department of Education decided to hire the services of Peat, Marwick, Mitchell & Co. to conduct an Administrative Utility Analysis of the Area of Vocational and Technical Education.

OBJECTIVES

The principal objectives of the Administrative Utility Analysis were:

- Indication of areas of over vertical administrative pyramiding.
- Optimum utilization of available human resources.
- Identification of areas of activity duplication.
- Determination of new services and required personnel to adequately administer those services.
- Improvement and acceleration of administrative procedures such as: purchasing, budgeting preparation and hiring of personnel.
- Provision for more active participation in the administration of the Program from the regional and local levels.

SUMMARY OF RECOMMENDATIONS

The recommendations set forth in this Report should be implemented in light of the economic and budgetary conditions of the Program, federal funds available and availability of personnel.

The following is a summary of our recommendations. The recommendations are classified according to the following groups:

a. Central and Program Level Organizational Structure

b. Regional Level Organizational Structure

c. Planning and Budgeting

d. Systems and Procedures

e. Personnel Evaluation and Policies

f. Salary Structure

g. Personnel Requirements

h. Coordination with other Covernment Agencies

i. Legislation

(a) Central and Program Level Organizational Structure

1. Restructure Central Organization to provide the following central level positions:

. Assistant Secretary of Vocational and Technical Education

. Assistant to the Assistant Secretary of Vocational and Technical Education

. Executive Office consisting of:

Executive Assistant (1)
Assistant for Programs (1)

. Head of Interagency Relations and Promotion

. Director of Instruction

. Head of Administration

. Head of Information Systems

. Head of Planning, Budgeting and Evaluation

. Head of Vocational Research and Curriculum Development

. Head of Professional Training

The Director and the five Office Heads will directly report to the Assistant to the Assistant Secretary for Vocational and Technical Education.

2. Establish an Executive Office attached to the Office of the Assistant Secretary. The Executive Office should have the following members:

. Executive Assistant

. Assistant of Programs

3. Establish an Office for Interagency Relations and Promotion, attached to the Office of the Assistant Secretary, with prime responsibility for the improvement of communications and relations with government agencies, the community and other institutions.

4. Distribute the present functions and responsibilities of the Research Coordinating Unit among the following units of the proposed organization:

Vocational Research and Curriculum Development Office

- Vocational Research
- Curriculum Development

Professional Training Office

- Coordination of Teacher Training
- Coordination of Researcher Training

Information Systems Office

- Compilation of Educational Statistics
- Dissemination of Research Information
- Maintenance of a Research Library

Vocational Guidance Program

- Follow-up of Vocational-Technical Graduates

5. A central clerical pool should be established under the supervision of an experienced secretary and within the scope of responsibilities of the Office Services Unit. The pool should be formed by selecting a specified number of secretarial personnel from the individual program units. The recommended number to be selected from each program is specified in the body of the Report.

6. Organize ten program units headed by Program Directors who report directly to the Director of Instruction. The recommended program units are:

- Industrial Arts
- Health Occupations
- Vocational Industrial Education
- Technical Education
- Vocational Agriculture Education
- Home Economics Education
- Business Education
- Distribution and Marketing Education

. Vocational Guidance

. Special Programs

The following recommendations are general guidelines which we propose, based on the findings and conclusions with regard to the internal management structure and operating methods of the individual vocational-technical programs.

These guidelines will provide a base for establishment of a functional organization structure for each vocational-technical program which in our judgement is a prerequisite to the other steps which we consider essential to improving the effectiveness of program administration.

The present and recommended organization charts for the vocational programs are included in the Appendix of this Study Summary.

Industrial Arts

We recommend that the Industrial Arts Program be organized in two major functional areas reporting to the Program Director. Each functional area should be placed under the responsibility of an Assistant Program Director - an Assistant Director of Operations and an Assistant Director of Administration. The curriculum development and training function should be removed to the Area level units designated in our central level organization as responsible for those functions.

The operating function within Industrial Arts should be further divided into two groupings of the educational regions. Each of these groupings would be placed under a General Supervisor. The educational regions could be grouped as follows:

General Supervisor A	General Supervisor B
San Juan	Ponce
Arecibo	Humacao
Mayaguez	Caguas

The scope of our review did not cover the lower echelon positions within this program; however, the observations made in our visits to the regions and the interviews conducted at the central program level indicate that the present ratio of teachers to General Supervisors - over 100 to 1 - is too large. We recommend that the number of the regional personnel should be increased by not less than six supervisors and five teacher coordinators. The recommended distribution of supervisors and teacher coordinators by region should be based on the number of teachers in the region.

The Assistant Director of Administration should be responsible for the coordination of procurement, personnel appointments and physical plant. It should also include assistance to the Program Director in development of plans and budgets and in reporting of operations.

Health Occupations

At this time, the Health Occupations Subprogram is a part of a larger program of Vocational Industrial Education together with Trades and Industries (T. & I.), Manpower Development and Training (M.D.T.A.), and Work Incentives (W.I.N.).

In the next section of this chapter, we recommend the separation of T. & I., M.D.T.A., and W.I.N., from Health Occupations and the establishment of a distinct program unit in which the three would fit.

Analyzing the present structure of Health Occupations in light of current operating requirements and projected growth, we come to the conclusion that some restructuring is necessary to strengthen the Program's functioning.

We recommend that Health Occupations be established as a separate program with a Program Director reporting directly to the Director of Instruction.

The Program Director, in addition to planning and budgeting responsibilities as well as the preparation of reports of operations, would have responsibility for the coordination of all procurement functions within the Health Occupations Program. Personnel appointments and school and shop facilities would also be under his responsibility.

The Assistant Director of Operations would be assisted by a Supervisor in charge of school accreditation, and a Coordinator in charge of Pharmacist's Assistants courses. He will also coordinate and plan operations of the General Supervisor.

We recommend that a staff of General Supervisors be established to carry out the actions generated by the Health Occupations Program. Initially, we recommend that the Program be represented by three General Supervisors, one for every two regions. Therefore, a total of three permanent General Supervisors positions should be recruited and assigned to this program to provide effective supervision of field operations.

Vocational Industrial Education
Trades and Industries (T. & I.)
Manpower Development and Training (M.D.T.A.)
Work Incentives (W.I.N.)

After examining the individual scope of T. & I., M.D.T.A. and W.I.N. Subprograms and considering their present location within the organizational structure, staffing at central level, projections for enrollment, number of teachers for the next fiscal year and their interrelationships, we conclude the following:

- The Subprograms should remain in the organizational structure in which they form part of Vocational Industrial Education.
- The relationships between the Subprograms is significant and their relative location in an organization should reflect this.

We, therefore, recommend that a Program Unit be established in which T. & I., M.D.T.A. and W.I.N. Subprograms are grouped together under one Program Director.

The Program Director will have two Subprogram Directors and an Assistant Director reporting to him:

. Subprogram Director for T. & I.

. Subprogram Director for W.I.N. and M.D.T.A.

. Assistant Director of Administration

The Subprogram Director for T. & I. and the Subprogram Director for W.I.N. and M.D.T.A. would have direct responsibility for the operations of their programs. Their inputs, ideas, plans and recommendations should be implemented through the Vocational Industrial Education Program Director and their respective Assistant Directors of Operations.

The Subprogram Director of Trades and Industries will have three Assistant Directors as follows:

. Assistant Director of Regular Programs

. Assistant Director of Special and Cooperative Programs

. Assistant Director of Operations

The Assistant Director of Regular Programs would have staff responsibility for the implementation of the approved plans affecting the regular program of instruction in T. & I. He would initiate actions and recommendations related to this program area which would be implemented through the Assistant Director of Operations.

The Assistant Director of Special and Cooperative Programs would have responsibilities similar to those described above for the Special and Cooperative Programs within T. & I.

The Assistant Director of Operations is responsible for the field operations of T. & I. He has a staff of three Area Supervisors who in turn work through the General Supervisors attached to the educational regions. Each Area Supervisor will be responsible for two regions and will work directly with the Assistant Regional Directors of Vocational-technical Education in matters affecting T. & I.

Training and curriculum development activities should be removed to the central level units responsible for those functions.

We believe that strengthening of the organizational structure at the central program level in this case has to go hand-in-hand with strengthening the supervisory effort at regional levels. In our visits to the educational regions, we observed the workload of the T. & I. supervisors and this further strengthens our recommendations for increasing the number of regional supervisors.

The following is our recommended level of General Supervisors:

	Proposed	Present	Increase
San Juan	4	2	2
Ponce	3	1	2
Mayaguez	3	1	2
Arecibo	3	1	2
Caguas	2	1	1
Humacao	2	1	1
Total	17	7	10

The staffing level of Industrial Coordinators should remain constant.

These levels take into consideration the establishment of a regional level Administrative Unit which would absorb a great part of the administration and business management duties which currently are being accomplished by the Regional General Supervisors.

The Subprogram Director for W.I.N. and M.D.T.A. will have two Assistant Directors as follows:

. Assistant Director for Special Programs

. Assistant Director of Operations

The Assistant Director for Special Programs will be assisted by two Area Supervisors. These two Supervisors with offices at the central program level will have responsibility for coordination with the Regional General Supervisors through the corresponding Assistant Regional Directors for Vocational and Technical Education.

All field operations concerning M.D.T.A. and W.I.N. Subprograms will be the responsibility of the Assistant Director of Operations. The Assistant Director of Operations will direct the M.D.T.A. Subprogram and he will also implement the recommendations of the Assistant Director for W.I.N.

We recommend that a staff of Regional General Supervisors be established to carry out the actions generated by the central programs group. Initially, we believe that the W.I.N. and M.D.T.A. Subprograms be represented by one General Supervisor in each region with the exception of the San Juan Region which, due to the concentration of courses should have two. Therefore, a total of seven General Supervisors should be recruited and assigned to those Subprograms to provide effective supervision of field operations.

The Assistant Director of Administration will have responsibility for matters concerning personnel, purchasing, facilities and for supportive clerical and administrative services to the other members of the Central Program Staff. He will also assist the Program Director in the development of plans and budgets for the three Subprograms and for the entire Program Unit.

Technical Education

The position of Program Director is vacant; the Director of Instruction is acting as Program Director. Ideally, the candidate to fill this position should have direct experience as Director of a Technological Institute. We recommend to upgrade the salary level of this position to make it attractive enough to be considered favorably by an Institute Director.

The four-year plan calls for a sizeable increase of operations. The number of teachers is planned to increase from 38 to 86 teachers in 1972, 93 in 1973 and 128 in 1974.

The recommended organization structure takes into consideration the planned increase in operations. Tentative recommended target dates should be adhered if the planned increase materializes.

Recommended target dates are as follows:

- Assistant Director of Administration - 1971-72
- Assistant Director of Operations - 1972-73

Vocational Agriculture

We recommend that the organizational structure of the Vocational Agriculture Program be modified to reflect the criteria set forth for the development of the area level organizational structure.

The Program Director should have the following three Assistant Directors reporting directly to him:

- Assistant Director of Administration
- Assistant Director of Future Farmers of America
- Assistant Director of Operations

The Assistant Director of Administration should be responsible for coordination of equipment purchases, personnel and school facilities. He should be the Program Director's principal assistant in the development of plans and budgets and in the preparation of reports of operations. We believe that considering the projected level of program operations for the coming fiscal year, it will not be necessary to add additional positions to the administrative function of the Program.

The Assistant Director of Operations will oversee all field operations (including the specialized schools) of the Program and closely follow up the implementation of the approval plans. He will have four General Supervisors to assist him in accomplishment of these functions.

The Supervisors will be assigned as follows:

- Adult Programs - a staff advisory position. This supervisor will implement his recommended actions through the Assistant Director of Operations.
- Specialized Schools - will be able to implement actions directly.
- Region Grouping "A" - responsible for field operations in the San Juan and Arecibo Regions.
- Region Grouping "B" - responsible for field operations in the Ponce, Mayaguez, Caguas and Humacao Regions.

The establishment of the Administrative Units at regional level and the introduction of an Assistant Regional Director of Vocational-Technical Education in each region will enable the present Regional Supervisors to work more effectively and to spend less time in administrative matters. For this reason, and since the projected level of teachers for the next fiscal year is equal to the current year, no additional reinforcement is needed in the number of Regional Supervisors for this Program.

Home Economics Education

The Home Economics Education Program should be restructured organizationally as follows:

The Director of the Program should have three Assistant Directors reporting to her; an Assistant Director of Administration, an Assistant Director of Wage Earnings and Adult Home Making Programs, and an Assistant Director of Operations.

The Assistant Director of Operations should be responsible for all operational aspects of the Program in the field. He should have two General Supervisors reporting to him: each Supervisor will be responsible for three educational regions - one should have responsibility for the San Juan, Mayaguez and Humacao Regions and the other should be responsible for the Ponce, Arecibo and Caguas Regions.

The current organization shows specialization of supervision at central level (regular program, adult and "out-of-school program"); however, the regional organization does not follow the pattern as relatively low enrollment in the special group courses does not justify independent regional supervision. We believe that in order to better coordinate the control of operations, the supervision at central level should be unified under the Assistant Director of Operations.

The Assistant Director of Wage Earnings and Adult Home Making Programs should provide technical assistance to the Assistant Director of Operations in the development, implementation and control of courses reaching these special groups.

The Assistant Director of Administration retains responsibility for coordination of purchasing and personnel activities as well as assisting the Program Director in planning and budgeting activities and in preparing reports of operations.

Training and curriculum development activities should be transferred to the appropriate area level units charged with those responsibilities under the recommended organization.

We recommend the reinforcement of the Regional General Supervisors by increasing the present number by six. All supervisors will be responsible for operations of the regular and the special programs conducted by Home Economics Education.

Business Education

The Business Education Program should reflect the organizational philosophy expressed in the organization structure recommended for the area-level. Two major functions - each headed by an Assistant Director - should report directly to the Program Director - Operations and Administration.

The Assistant Director of Operations should be responsible for all operational aspects of the Program in the field. To properly distribute this workload, we recommend that four positions be created directly under him. These positions would be manned by General Supervisors as follows:

- General Supervisor of Special Programs
- General Supervisor of Cooperative Programs
- General Supervisor of Regional Croup A, which includes the educational Regions of San Juan, Arecibo and Mayaguez
- General Supervisor of Regional Group B, which includes the educational Regions of Ponce, Humacao and Caguas

All curriculum and teaching materials development functions and the related positions should be transferred to the proposed central level curriculum group.

The present configuration of Regional Coordinators for special programs and of Regional Coordinators for cooperative programs - one Coordinator per region - should be maintained. However, the staff of Regional General

Supervisors for the regular program should be strengthened by adding one General Supervisor for each region.

The Assistant Director of Administration should have responsibility for purchasing, personnel and equipment in addition to assisting the Program Director in the areas of planning, budgeting and reporting of operations. After examining the fiscal projections for the next year, additional staff is not necessary for the Assistant Director of Administration to accomplish his functions effectively. We believe that the majority of problems that came up in the past with regard to purchases and appointments of personnel, will be resolved at the regional level with the addition of the Assistant Regional Director of Administration and his staff.

Distribution and Marketing Education

The Distribution and Marketing Education Program does not have a clearly defined organizational structure and assignment of functions. We recommend that in order to achieve a better degree of operating effectiveness, the Program should be restructured organizationally and functions should be clearly defined and assigned.

The Director of the Distribution and Marketing Education Program should have two positions reporting directly to him - an Assistant Director of Administration and an Assistant Director of Operations. Considering the present enrollment in the Program, we recommend that the position of Assistant Director of Operations should not be established at this time; however, we do include it in the proposed organization chart as we believe that it will be necessary when the Program achieves a total enrollment of approximately 18,000 students.

The Assistant Director of Administration will be responsible for coordination of purchases, personnel appointments, and for assisting the Program Director in matters related to program planning, budgeting and preparation of reports of operations. Training and curriculum development functions should be removed to the area-level units charged with those responsibilities.

The Assistant Director of Operations will be responsbile for all matters related to field operations of the Program. He should have two Area Supervisors reporting directly to him at central program level - one responsible for the San Juan, Arecibo and Mayaguez Regions, the second one responsible for the Ponce, Caguas and Humacao Regions.

The present levels of staffing at regional level - seven Coordinators for Adult Programs and six General Supervisors - appear adequate when the projections for program growth for the next fiscal year are taken into consideration. We recommend, however, that an additional position of Coordinator for Adult Programs be established when total enrollment for this category reaches 9,000.

Vocational Guidance

The organization structure of this Program is product oriented. The structure apparently evolved gradually as new programs were implemented or the need for a specific activity became apparent. The result is a product oriented organization structure in which similar tasks should be grouped in a more effective way. We recommend to reorganize this Program in four main areas following the recommended organizational structure guidelines for the central and regional levels. The program should be structured around the following four areas:

1. Administration

An Assistant Director of Administration should head this area with the following responsibilities: purchase coordination, personnel appointments, budgeting, planning and monthly reports of operations.

2. Operations

An Assistant Director of Operations should head this area with operational responsibilities on all the programs. This organization is in line with the lack of specialization of the Regional General Supervisors. Reporting to the Assistant Director of Operations there will be two Area Supervisors with combined operational responsibilities over the vocational counselors for elemental, rural areas and vocational schools.

3. Technical Unit

This unit will act as support or service unit to the operational group. It will be responsible mainly for the preparation of guidance films and class materials.

At the regional level, currently, a total of seven Regional General Supervisors cover approximately 408 secondary schools and nine elementary schools. We recommend to hire six additional Regional General Supervisors to bring the supervision of these guidance counselors within a more manageable ratio.

4. Follow-up

An Assistant Director for Follow-up should be responsible for the administration of the Follow-up Program. A minimum Follow-up Program should include the follow-up study of graduates each year for three years after

graduation and every five years thereafter. The Follow-up Program should provide data related to each individual's employment and status and an evaluation of the Vocational and Technical Education Program.

Neighborhood Youth Corps

The Neighborhood Youth Corps Program has unique characteristics inherent to the kind of services offered to the students. The main function of the Program is to motivate and help retain the students in school through financial assistance, in the form of job opportunities.

The benefits derived from the services provided by this Program are directed to the general student body rather than to the students enrolled in vocational and technical education. The general nature of the Program implies the need to revise its organizational location in the Area of Vocational and Technical Education. After analyzing the present structure of Neighborhood Youth Corps Program, its operational characteristics and most of all the nature of the Program, we recommend that the Program be taken out of the Area of Vocational and Technical Education. We suggest locating the Neighborhood Youth Corps Program with the Scholarships Program of the Department of Education.

Special Programs

The Special Programs Unit will receive additional work inputs as a result of the expansion of its services to cover exemplary projects started through other laws.

We believe that in order to accommodate this additional workload and to provide a sustained level of operating effectiveness, an additional position should be created at the Assistant Director's level.

The recommended organizational structure for this Unit is composed of the following positions:

- Program Director
- Assistant Program Director - Projects for Disadvantaged
- Assistant Program Director - Projects for Handicapped
- Assistant Program Director - Exemplary Projects

(b) Regional Level Organizational Structure

1. Restructure the Regional Organization to incorporate the following executive positions:

- Assistant Regional Director of Vocational-Technical Education
- Assistant Regional Director of Administration
- Coordinator for Community Relations and Promotion

2. Provide the following clerical positions at the regional level:

- Budget and Statistics Technician
- Coordinator for Purchasing, Maintenance and Contractual Services
- Coordinator for Office Services and Personnel

The Coordinator for Office Services and Personnel should have direct supervision over the secretarial pool.

3. Increase the number of Area General Supervisors for Vocational Programs by five supervisors. Specific increases by program are included in Chapter XI - Budget Requirements.

4. Increase the number of General Supervisors for Vocational Programs at regional level by 44 supervisors. Specific increases by program are included in Chapter XI - Budget Requirements.

5. Increase the number of Coordinators for Vocational Programs at regional level by six coordinators. Specific increases by program are included in Chapter XI - Budget Requirements.

6. Restrict the use of professional and administrative transitory positions at central and regional level to those positions which will not be permanently required. Create regular positions for personnel needs which have been identified as continuing.

7. Further studies should be conducted to determine the feasibility of establishing multi-program training for Regional General Supervisors with the purpose of qualifying supervisors in two or more Vocational-Technical Programs. If this cross-training can be achieved, it will result in improved utilization of Regional Supervisors since in a single visit to a school they could evaluate the progress of several programs.

(c) Planning and Budgeting

1. We recommend that the preparation of progress reports of different programs be removed from under the responsibility of the Planning and Educational Development Unit. Each Program Director should prepare a monthly report of operations.

2. The responsibility and the roles of the various parties involved in the preparation of the budget should be stated more clearly.

3. Budget procedures should provide more participation to Regional Directors and General Supervisors and include their inputs about regional needs.

4. The budget format should be expanded to include a manning table or other device indicating the number of approved budgeting positions for each salary account.

5. A systematic review process should be established through which each reserve and expenditure item in the budget is analyzed and adjusted to acknowledge changes in federal grants.

6. The A.V.T.E. should develop an integrated Planning and Budgeting System based upon clearly stated goals and objectives. The elements of a well-developed, properly integrated Planning and Budgeting System are included in the body of the Report under Planning and Budgeting System, Appendix A.

7. The A.V.T.E. should request to the Bureau of the Budget to consider the incorporation of fixed operational expenses into the state budget to avoid the possibility of eliminating a program due to lack of federal funds.

(d) Systems and Procedures

1. Purchasing procedures should be reviewed to speed up the purchasing-to-delivery cycle. We recommend to reduce the number of approvals and to decentralize the purchases at the regional and school district levels.

2. A Systems and Procedures Unit should be established in the central organization structure under the Head of Information Systems. This unit will be responsible for the control of forms within A.V.T.E. and will establish proper coordination with the Planning Division of the Department of Education.

3. Model proposals and check lists should be developed to simplify the proposal preparation procedure and to reduce the time and number of executives involved in its revision.

4. Modify the present system of approvals for personnel appointments by establishing lower approving levels. The proposed system is shown in the body of the Report under the Personnel Section of the Systems and Procedures Chapter. The proposed approval system will simplify the appointment process, reduce its cycle time, and improve feedback of information.

5. Review the system of payments to part-time teachers eliminating approvals not required for fiscal control and streamlining the feedback of information to allow prompt correction of errors and minimize the delay in processing.

6. A Policy and Procedures Manual for A.V.T.E. should be developed to better guide operating personnel in the accomplishment of their tasks.

7. The present practice of sending internal correspondence through all levels of supervision until it reaches the intended recipient should be changed. Communications should be sent directly to the intended receiver with information copies to the different management levels.

8. A preregistration program for vocational-technical courses should be established to insure better planning and course information coverage for potential students. The elements of the proposed pre-registration system are included in the body of the Report.

(e) Personnel Evaluation and Policies

1. Requirements for educational work experience in a vocational area should be discontinued for administrative positions not directly related to the teaching or immediate supervision of the programs.

2. Continued attention should be given to "professional leave to study with salary." The possibility of increasing the number of this type of leaves should be considered.

3. Leaves and promotions affecting personnel assigned to special projects should be carefully scheduled so as to minimize impact on the Project.

4. A.V.T.E. should establish its own training programs to supplement the present training programs (Professional Leave to Study with Salary, and Summer School). A Professional Training Office should be created to organize pre-service, in-service and continuing education training programs.

5. A formal written personnel evaluation procedure should be developed and implemented in the A.V.T.E.

(f) Salary Structure

A.V.T.E. should develop a new salary scale which will enable it to successfully compete with other government agencies, business, and universities in attracting and retaining qualified managerial and administrative personnel.

Considerations which should be taken into account in the development of a revised salary scale are included under Chapter IX - Salary Structure.

(g) Personnel Requirements

Staffing levels at the central and regional levels should be revised in accordance with the recommendations listed in the Personnel Requirements Chapter of the Report.

A comparison with the present staffing levels indicating the net increase or decrease of personnel in each position is included in Chapter XI - Budget Requirements.

(h) Coordination with other Government Agencies

1. An in-depth study of the needs, present facilities, binding contracts and future expectations of education in health-related occupations as offered by the Department of Health and the Department of Education should be conducted.

This study should focus on strengthening the coordination of resources of both Departments for training personnel in health-related occupations.

2. A.V.T.E. should investigate and analyze the objectives of the Vocational Agriculture Program as related to those of the other government agencies involved in this Area.

This study should consider the possibility of coordinating efforts and resources which could effectively fulfill the needs of the agricultural sector.

(i) Legislation

1. The possibility of providing financial aid to students pursuing regular vocational-technical courses should be investigated.

2. The salary scale of the Area of Vocational and Technical Education should be reviewed.

* * * * *

We were most pleased to be able to participate in this important project, and enjoyed our association and the cooperation received from your management personnel during the study.

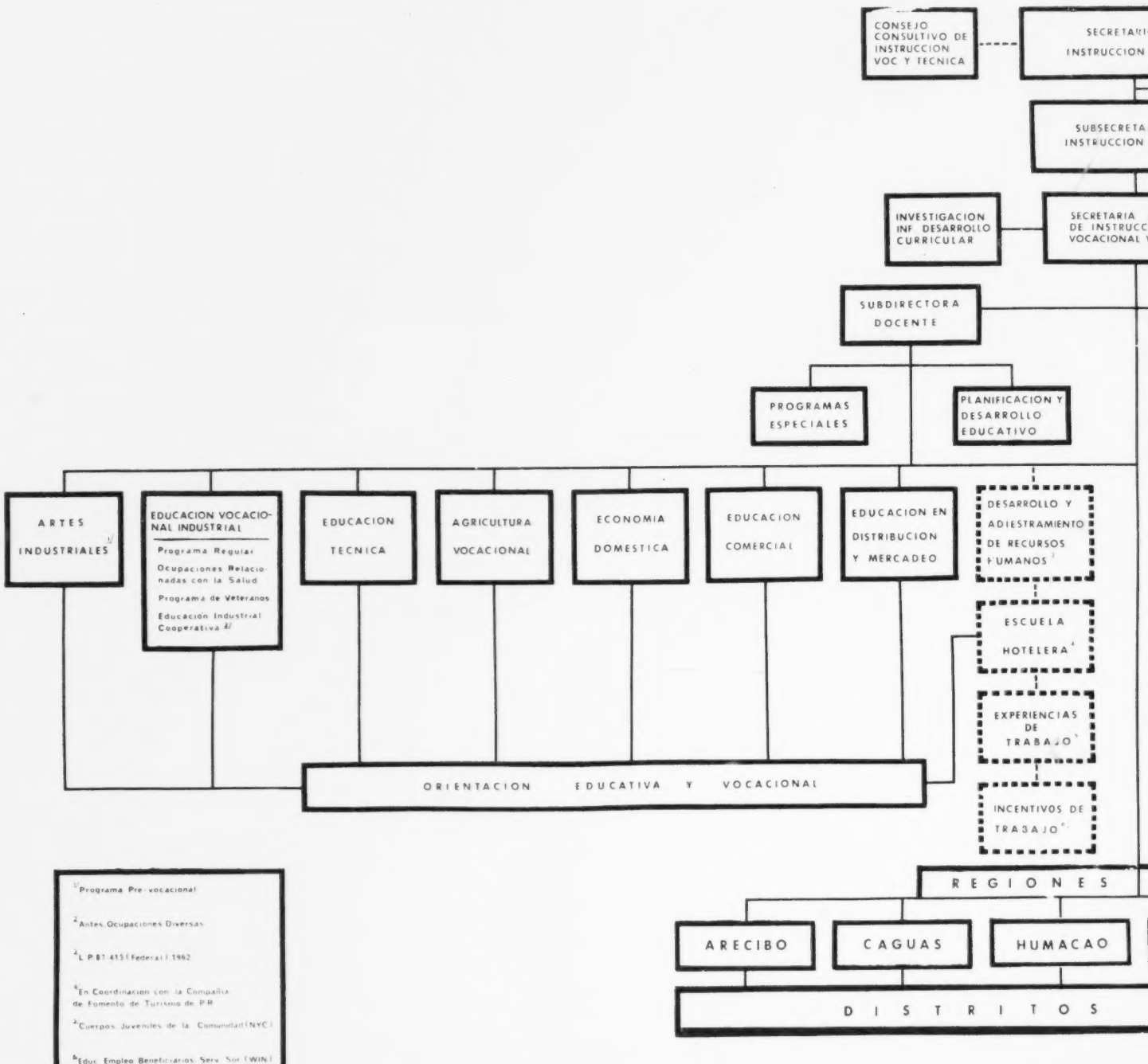
Yours truly,

Peat, Marwick, Mitchell & Co.

PRESENT AND RECOMMENDED ORGANIZATIONAL CHARTS

ORGANIGRAMA

INSTRUCCION VOCACIONAL Y



1/ Programa Pre-vocacional

2/ Antes Ocupaciones Diversas

3/ L.P.87-415 (Federal) 1962

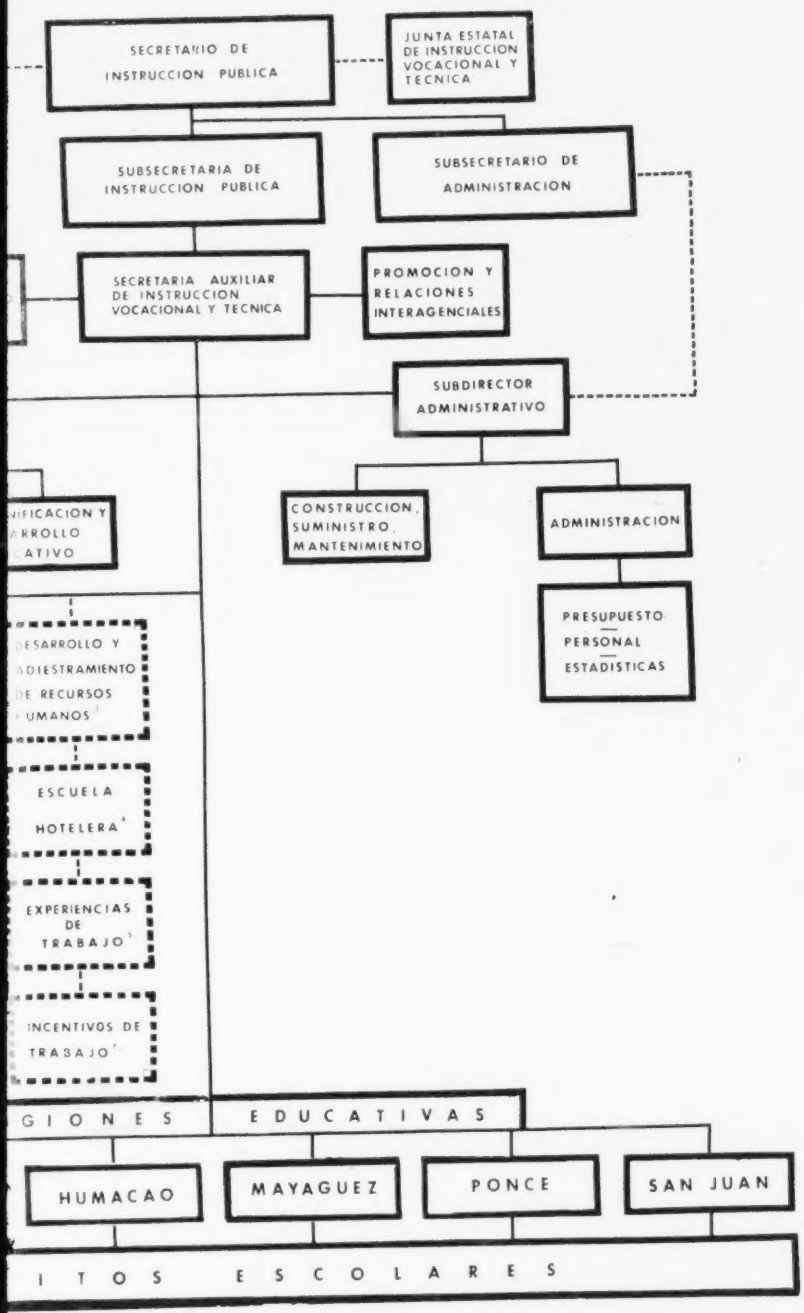
4/ En Coordinacion con la Compañia de Fomento de Turismo de P.R.

5/ Cuerpos Juveniles de la Comunidad (NYC)

6/ Educ. Empleo Beneficiarios Serv. Soc. (WIN)

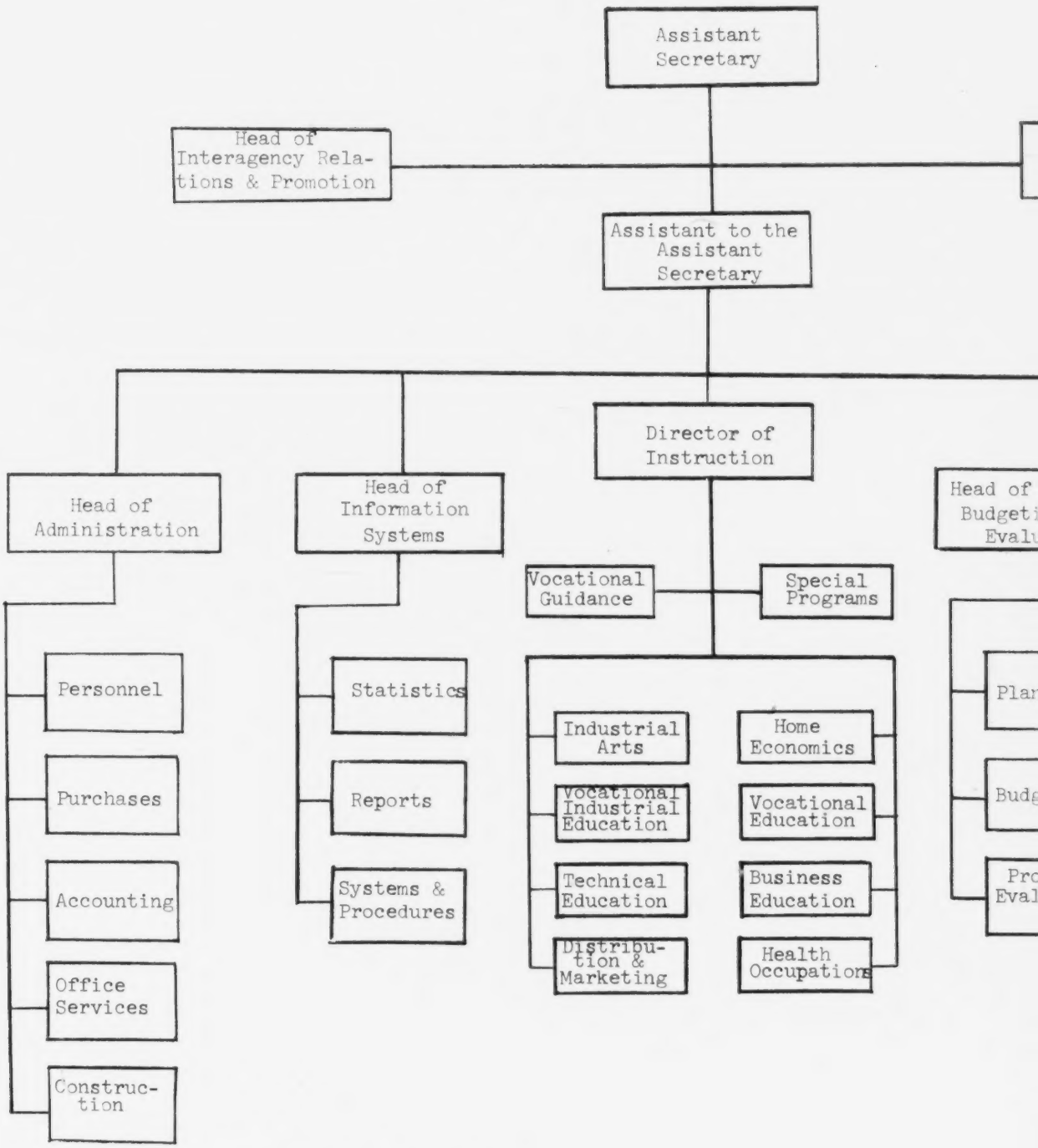
MA

AL Y TECNICA



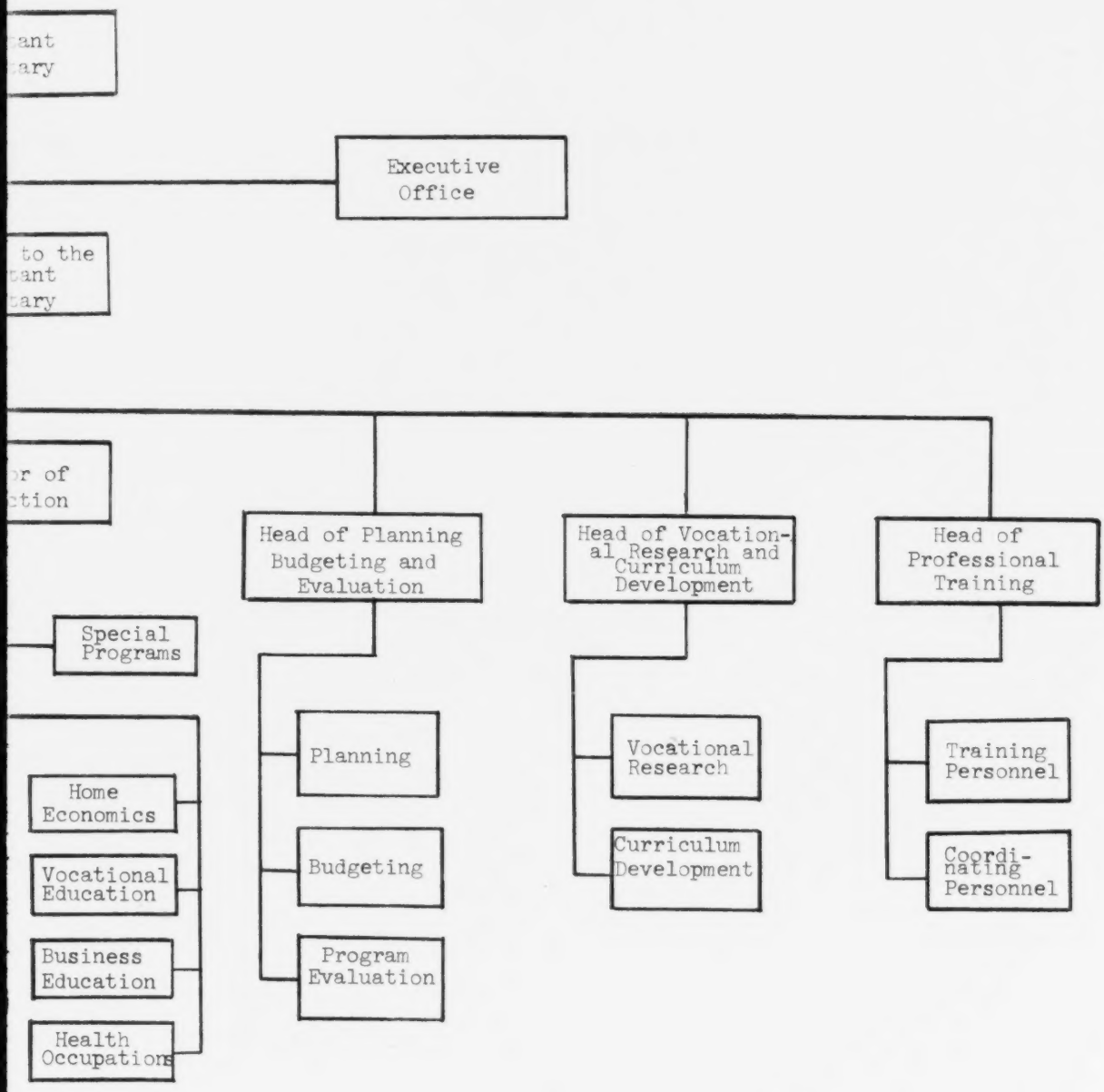
RECOMMENDED ORGANIZATION CHART

Area of Vocational and Technical Edu



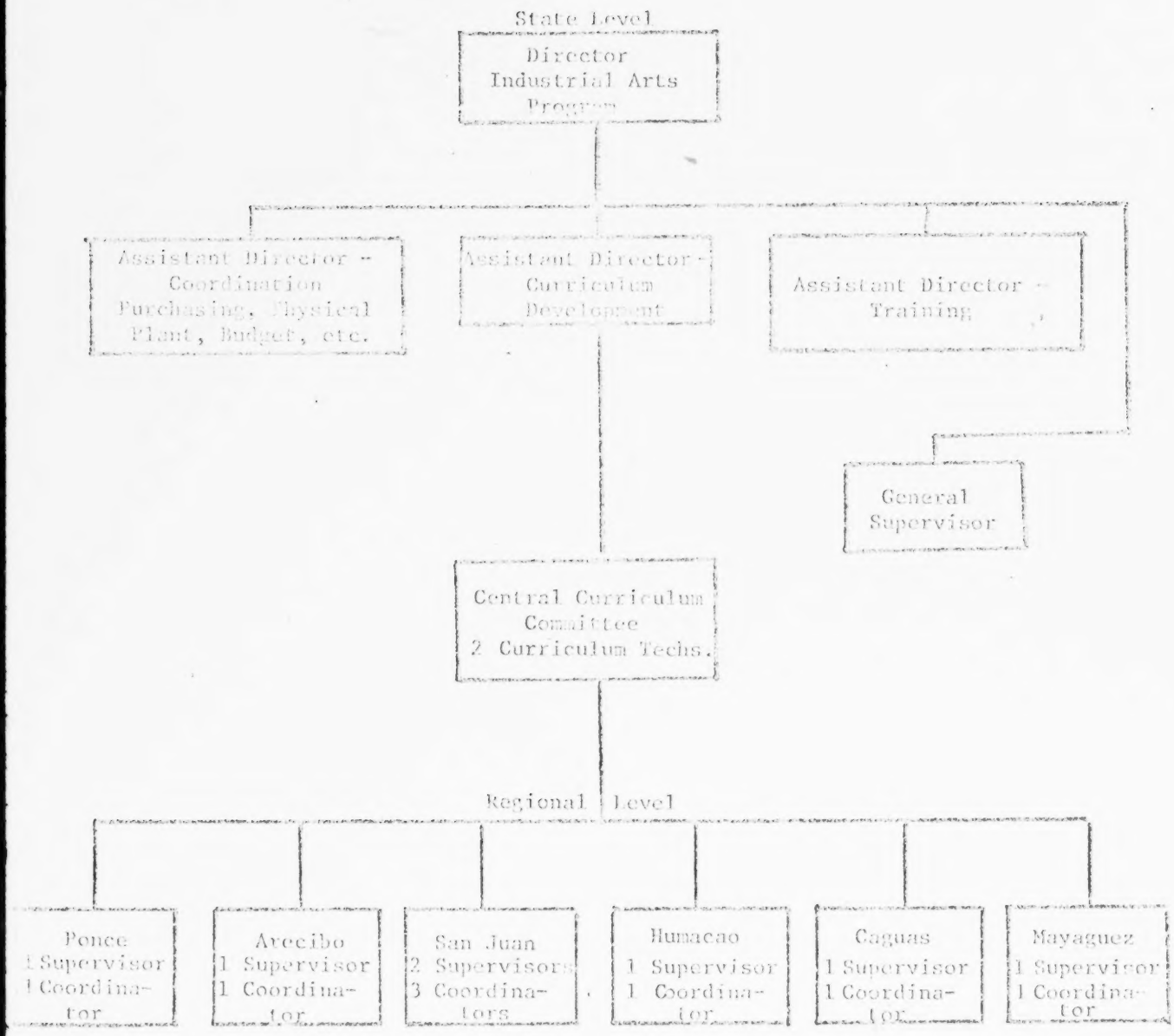
MMENDED ORGANIZATION CHART

cational and Technical Education



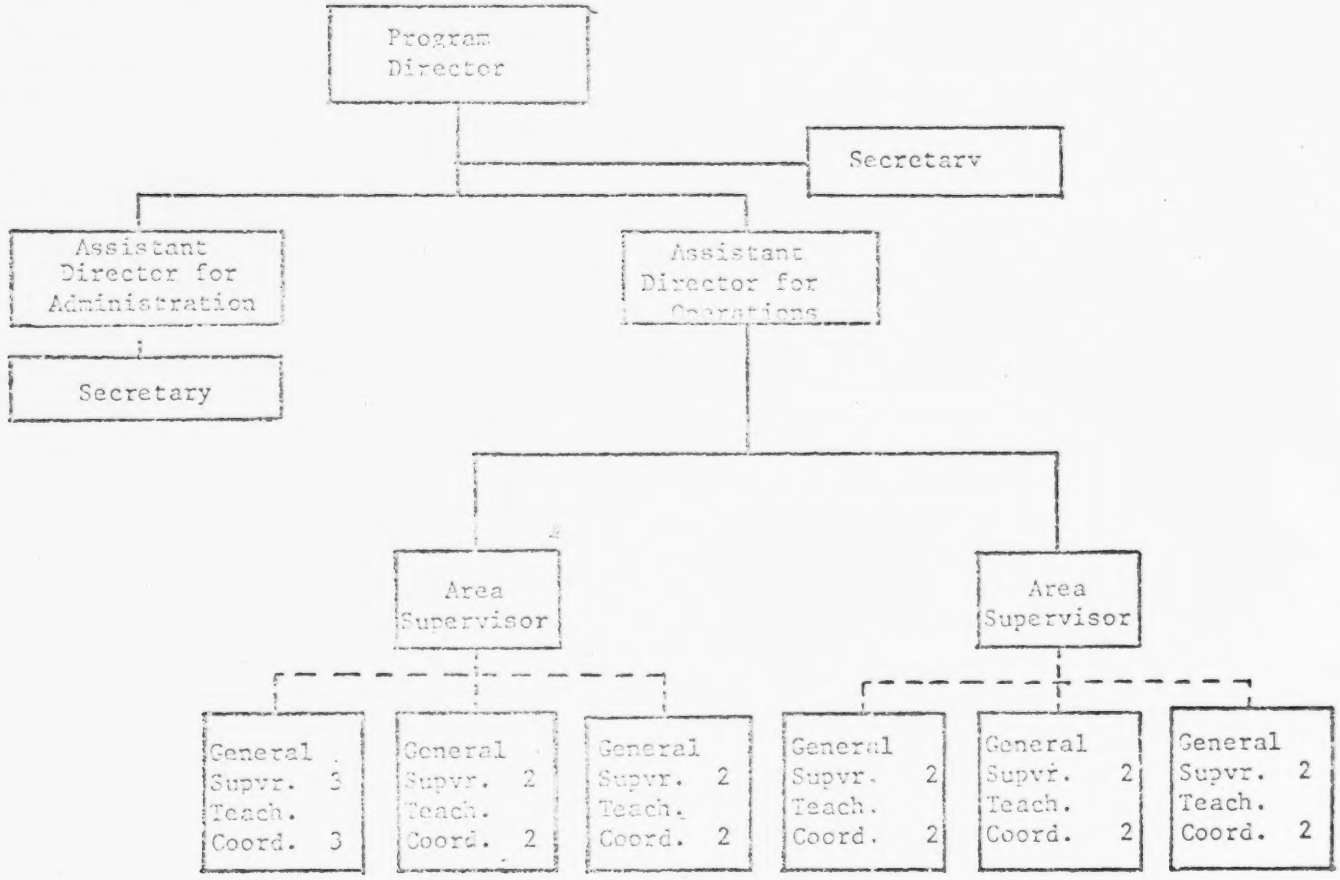
PRESENT ORGANIZATION CHART

Industrial Arts


State Level
Director Industrial Arts Program
Assistant Director - Coordination Purchasing, Physical Plant, Budget, etc.
Assistant Director - Curriculum Development
Assistant Director - Training
General Supervisor
Central Curriculum Committee 2 Curriculum Techs.
Regional Level
Ponce 1 Supervisor 1 Coordinator
Arecibo 1 Supervisor 1 Coordinator
San Juan 2 Supervisors 3 Coordinators
Humacao 1 Supervisor 1 Coordinator
Caguas 1 Supervisor 1 Coordinator
Mayaguez 1 Supervisor 1 Coordinator

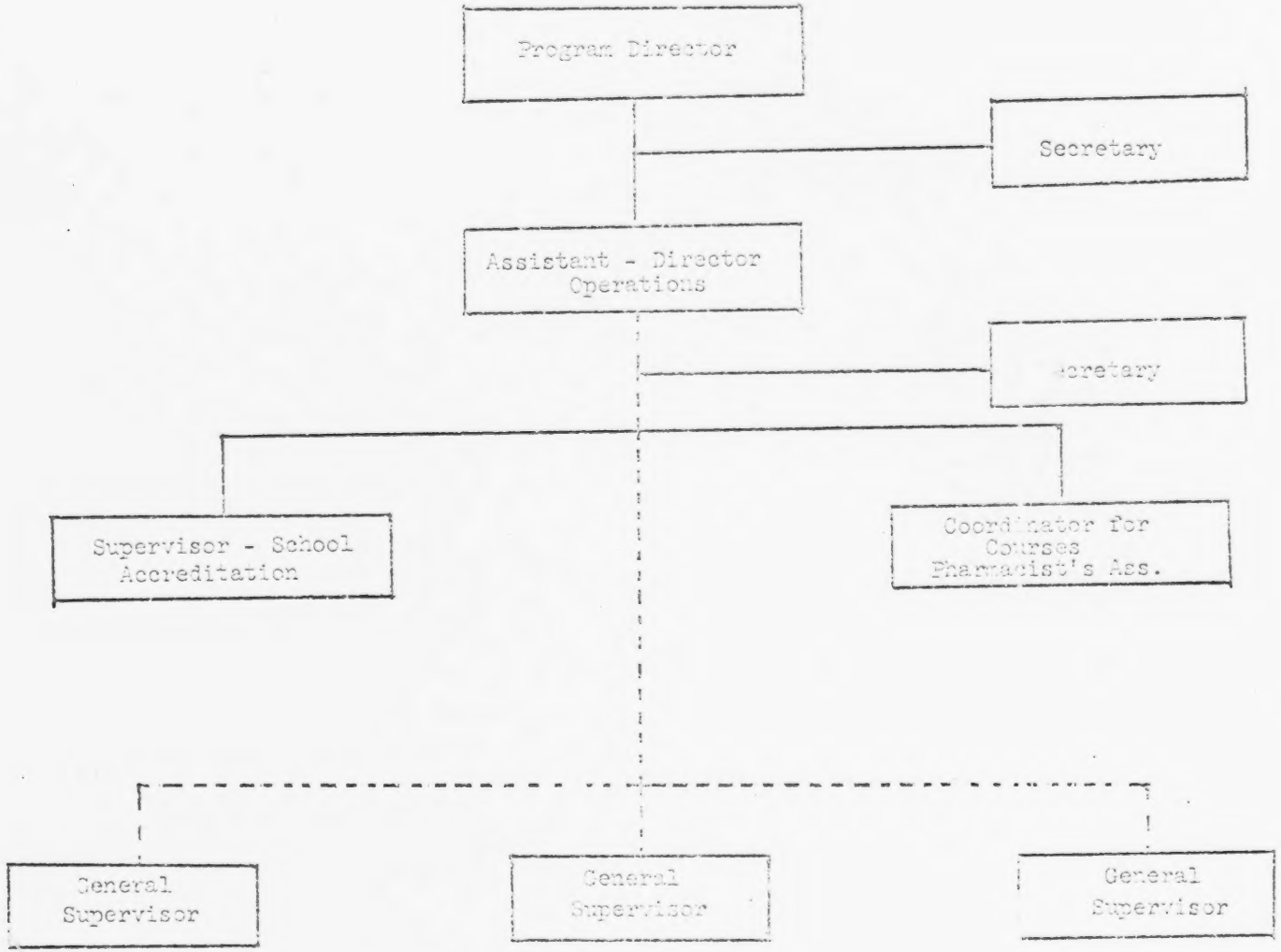
RECOMMENDED ORGANIZATION CHART

Industrial Arts


Program Director
Secretary
Assistant Director for Administration
Secretary
Assistant Director for Operations
Area Supervisor
Area Supervisor
General Supvr. 3 Teach. Coord. 3
General Supvr. 2 Teach. Coord. 2
General Supvr. 2 Teach. Coord. 2
General Supvr. 2 Teach. Coord. 2
General Supvr. 2 Teach. Coord. 2
General Supvr. 2 Teach. Coord. 2

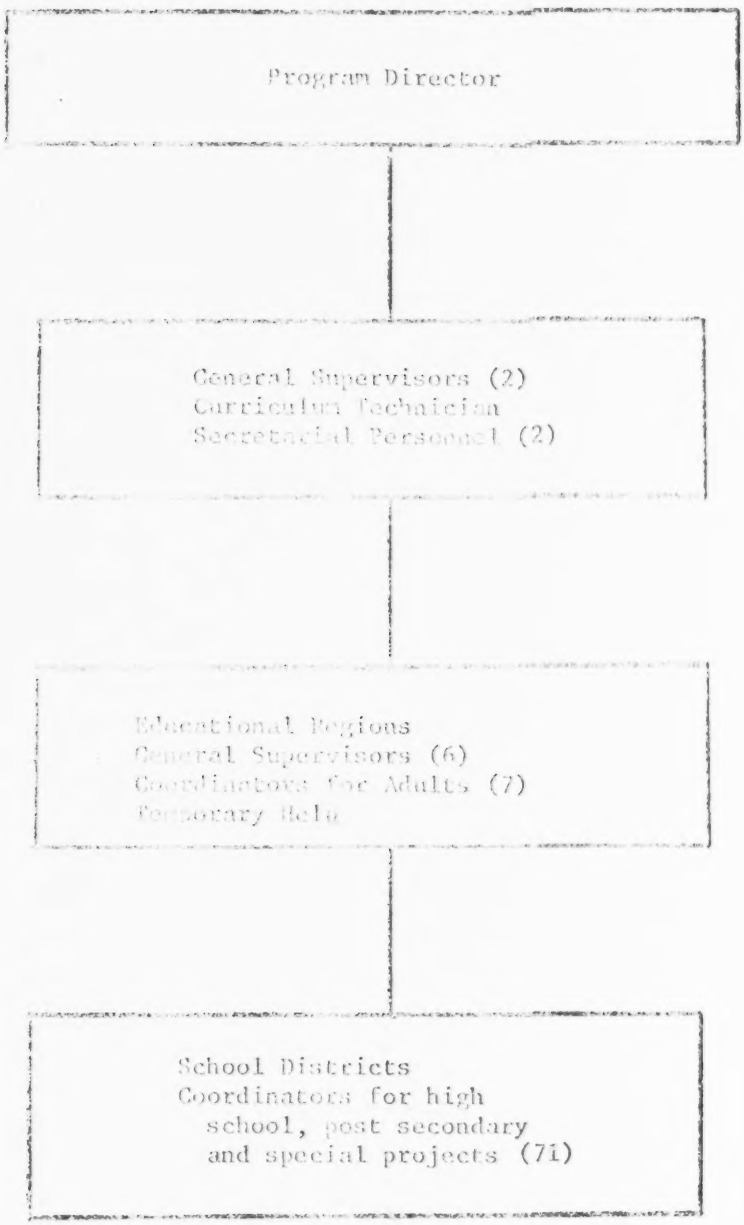
RECOMMENDED ORGANIZATION CHART

Health Occupations



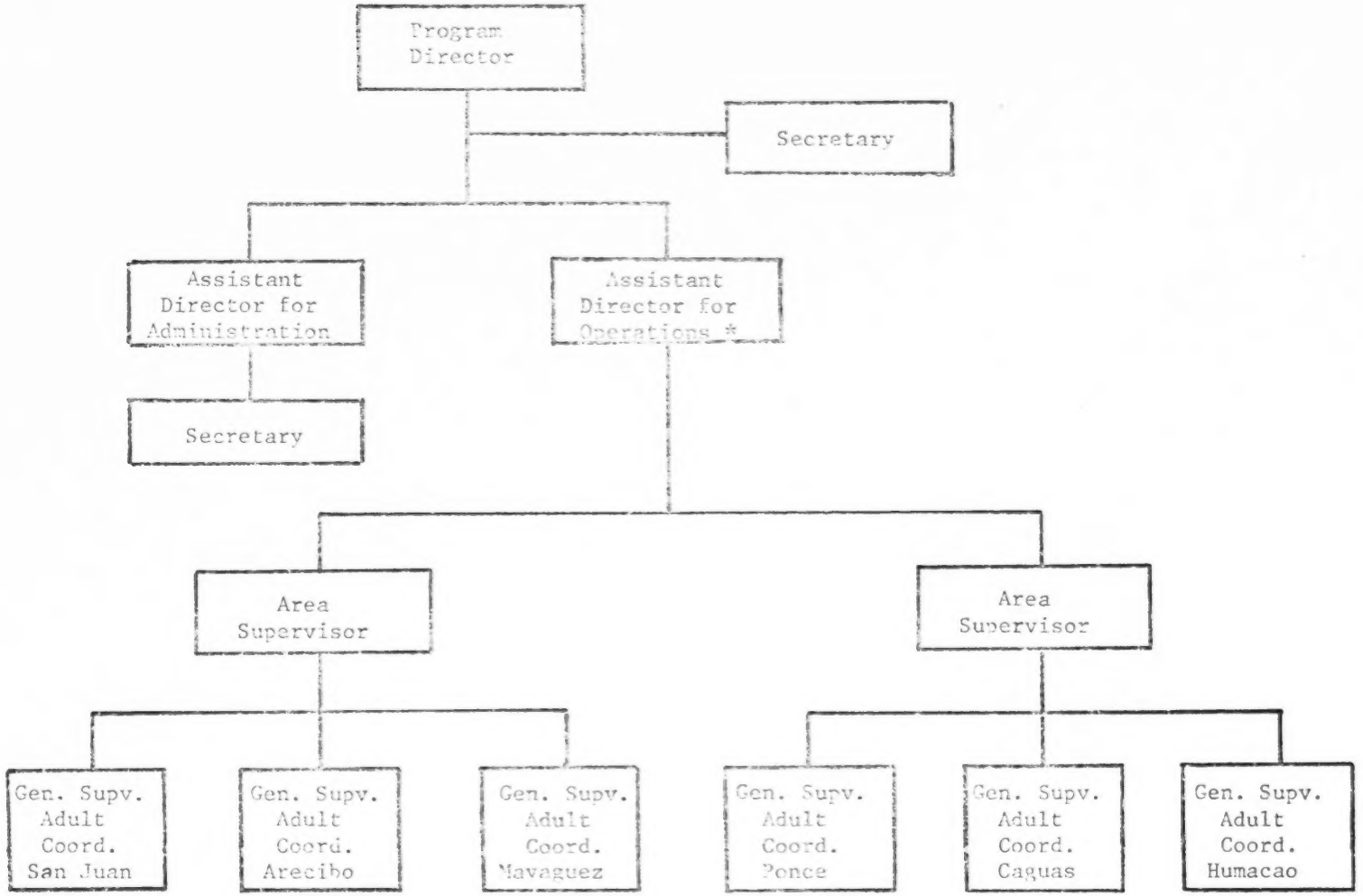
PRESENT ORGANIZATION CHART

Distribution and Marketing Education



RECOMMENDED ORGANIZATION CHART

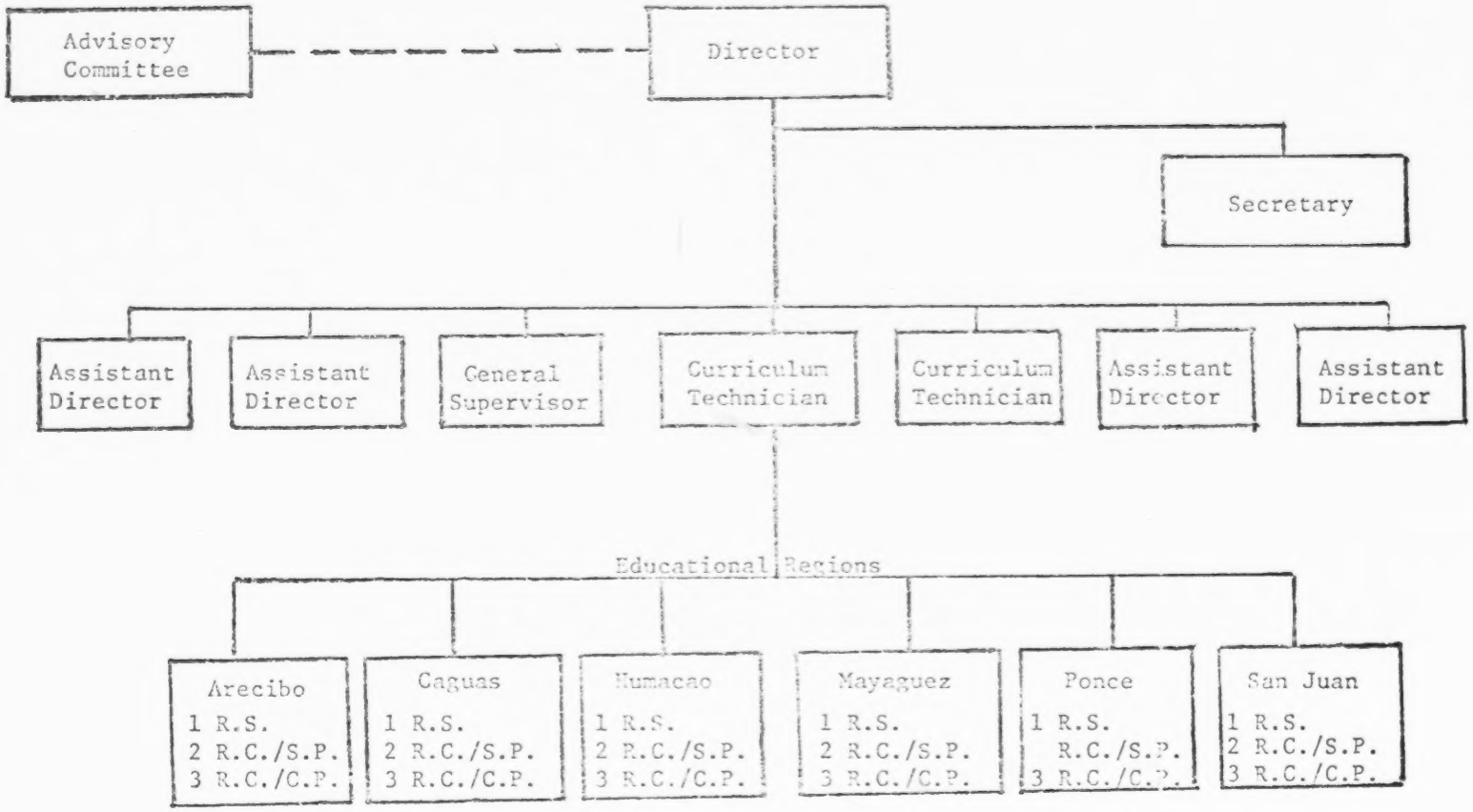
Distribution and Marketing Education



* Position should be filled up when program reaches an enrollment of approximately 18,000 students.

PRESENT ORGANIZATION CHART

Business Education

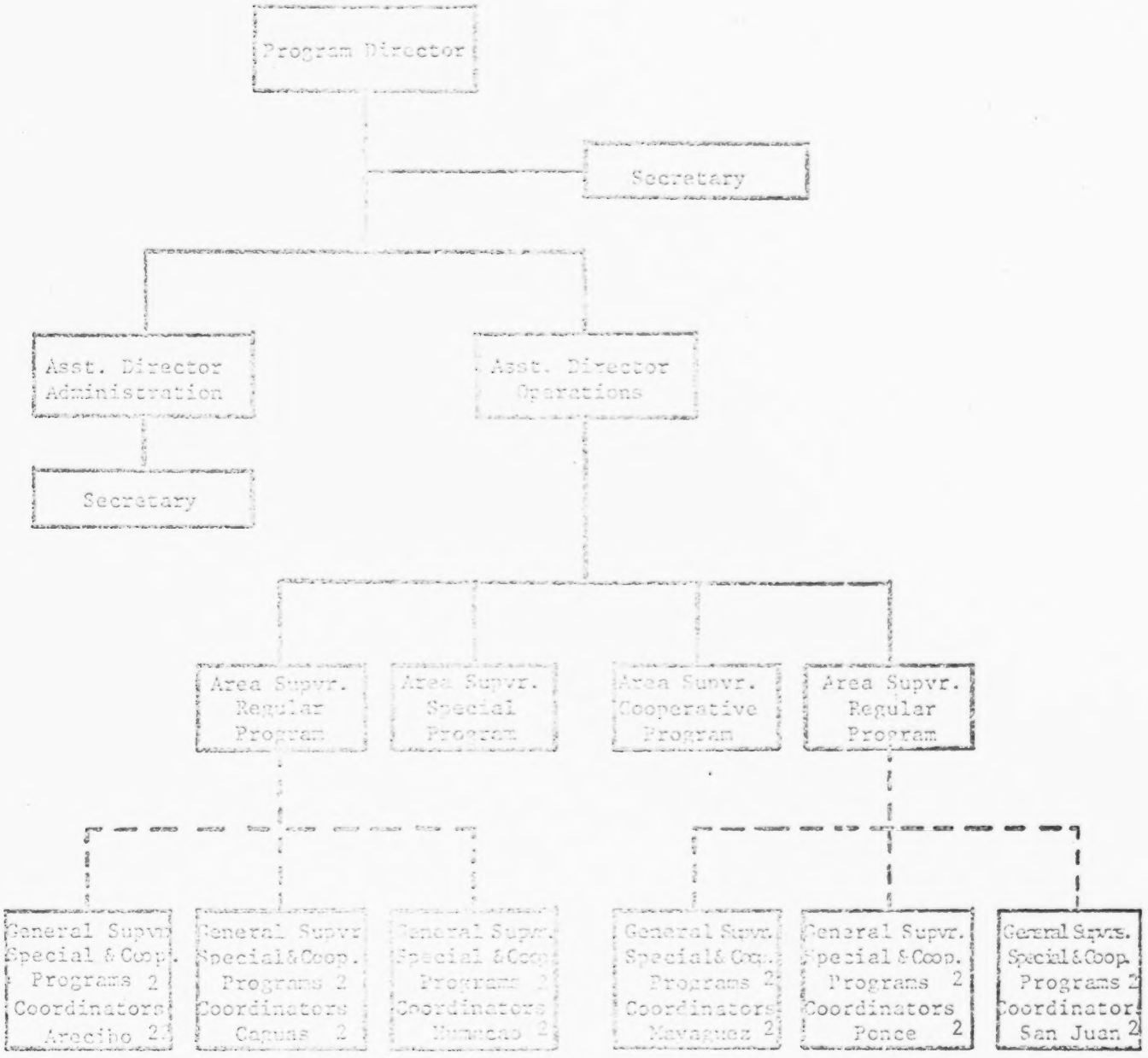


CODE

R.S. = Regional Supervisor
R.C./S.P. = Regional Coordinator/Special Program
R.C./C.P. = Regional Coordinator/Cooperative Program

RECOMMENDED ORGANIZATION CHART

Business Education

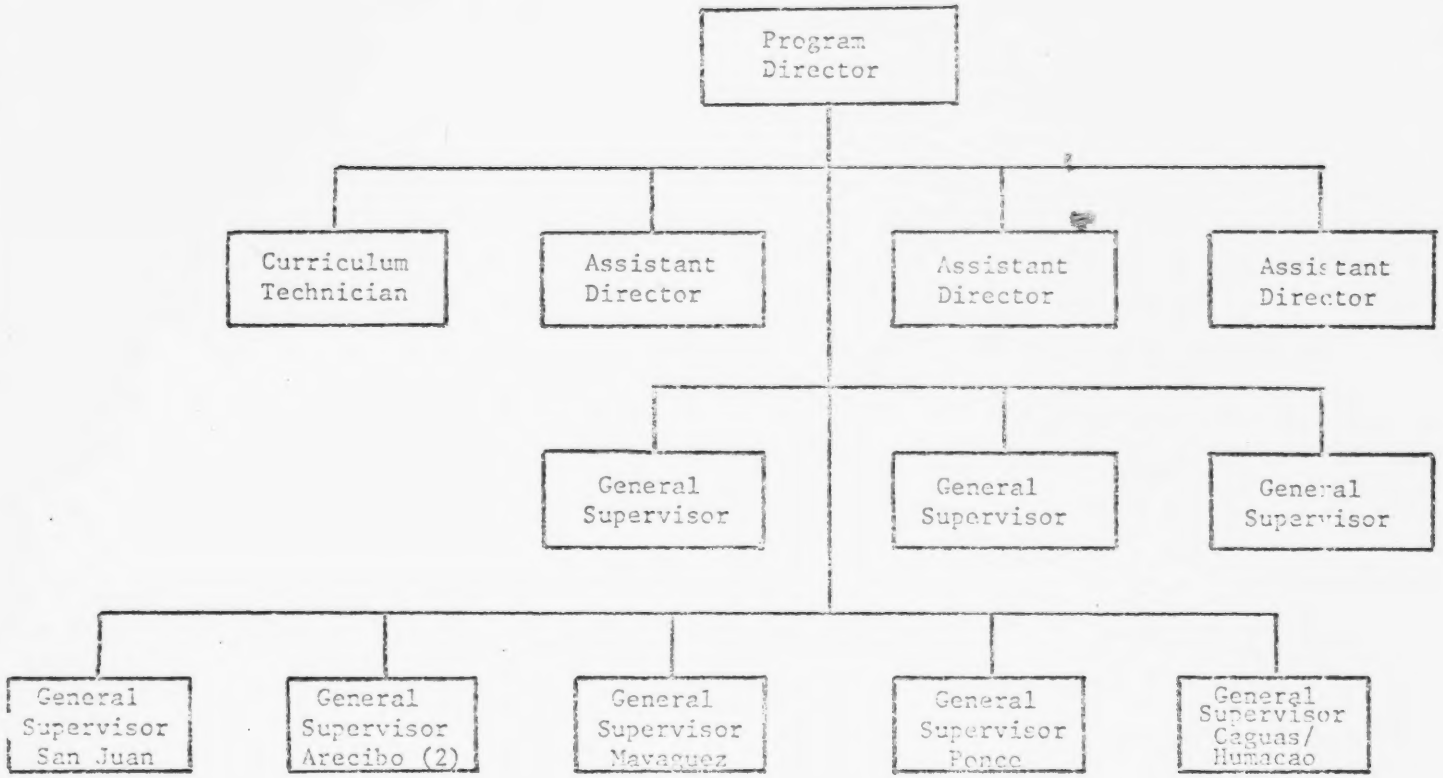

Program Director
Secretary
Asst. Director Administration
Asst. Director Operations
Secretary
Area Supvr. Regular Program
Area Supvr. Special Program
Area Supvr. Cooperative Program
Area Supvr. Regular Program
General Supvr. Special & Coop. Programs 2 Coordinators Arecibo 2
General Supvr. Special&Coop. Programs 2 Coordinators Caguas 2
General Supvr. Special &Coop. Programs 2 Coordinators Humacao 2
General Supvr. Special&Coop. Programs 2 Coordinators Mayaguez 2
General Supvr. Special&Coop. Programs 2 Coordinators Ponce 2
General Supvr. Special&Coop. Programs 2 Coordinator San Juan 2

PRESENT ORGANIZATION CHART

Secretary
Assistant Director for Administration
Secretary

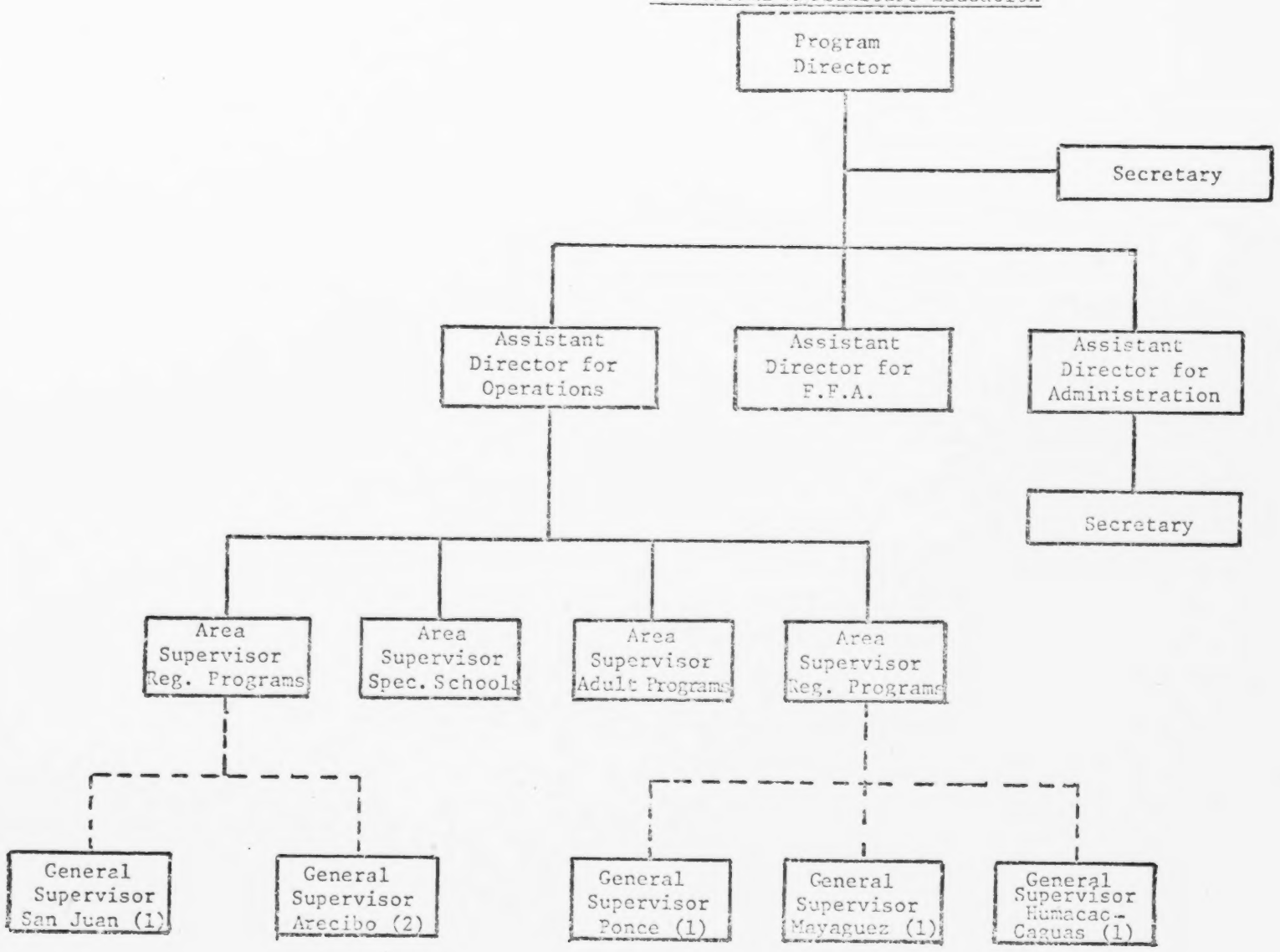
PRESENT ORGANIZATION CHART

Vocational Agriculture Education



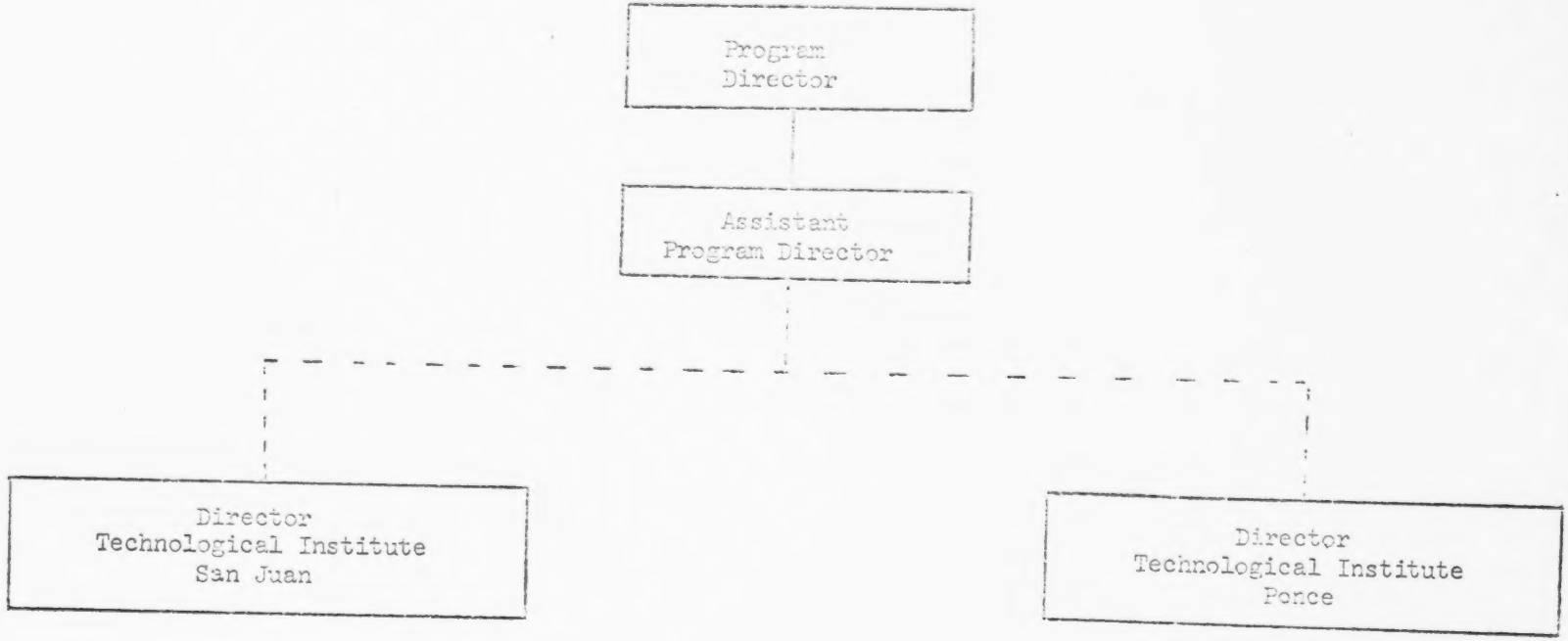
RECOMMENDED ORGANIZATION CHART

Vocational Agriculture Education



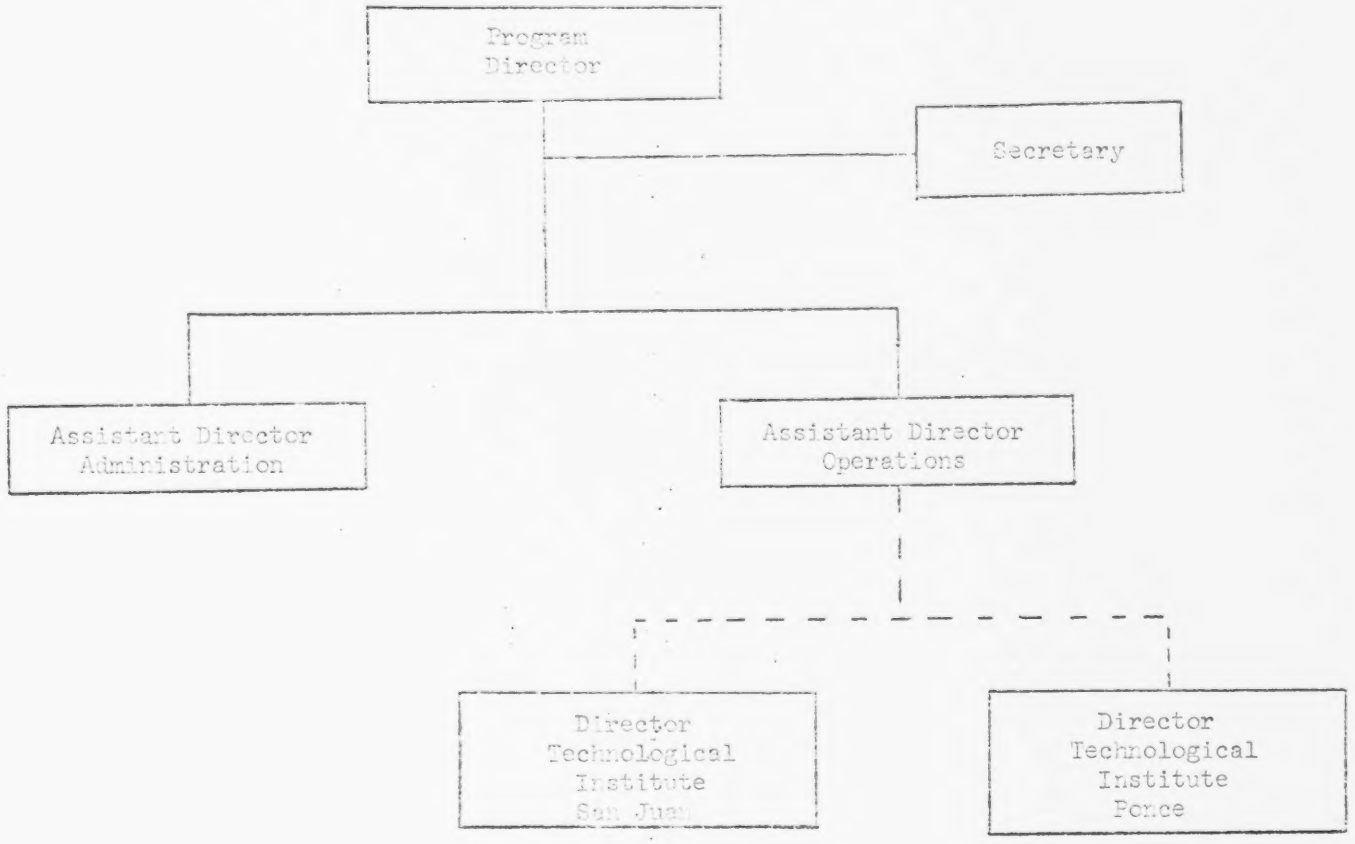
PRESENT ORGANIZATION CHART

Technical Education



RECOMMENDED ORGANIZATION CHART (1)

Technical Education

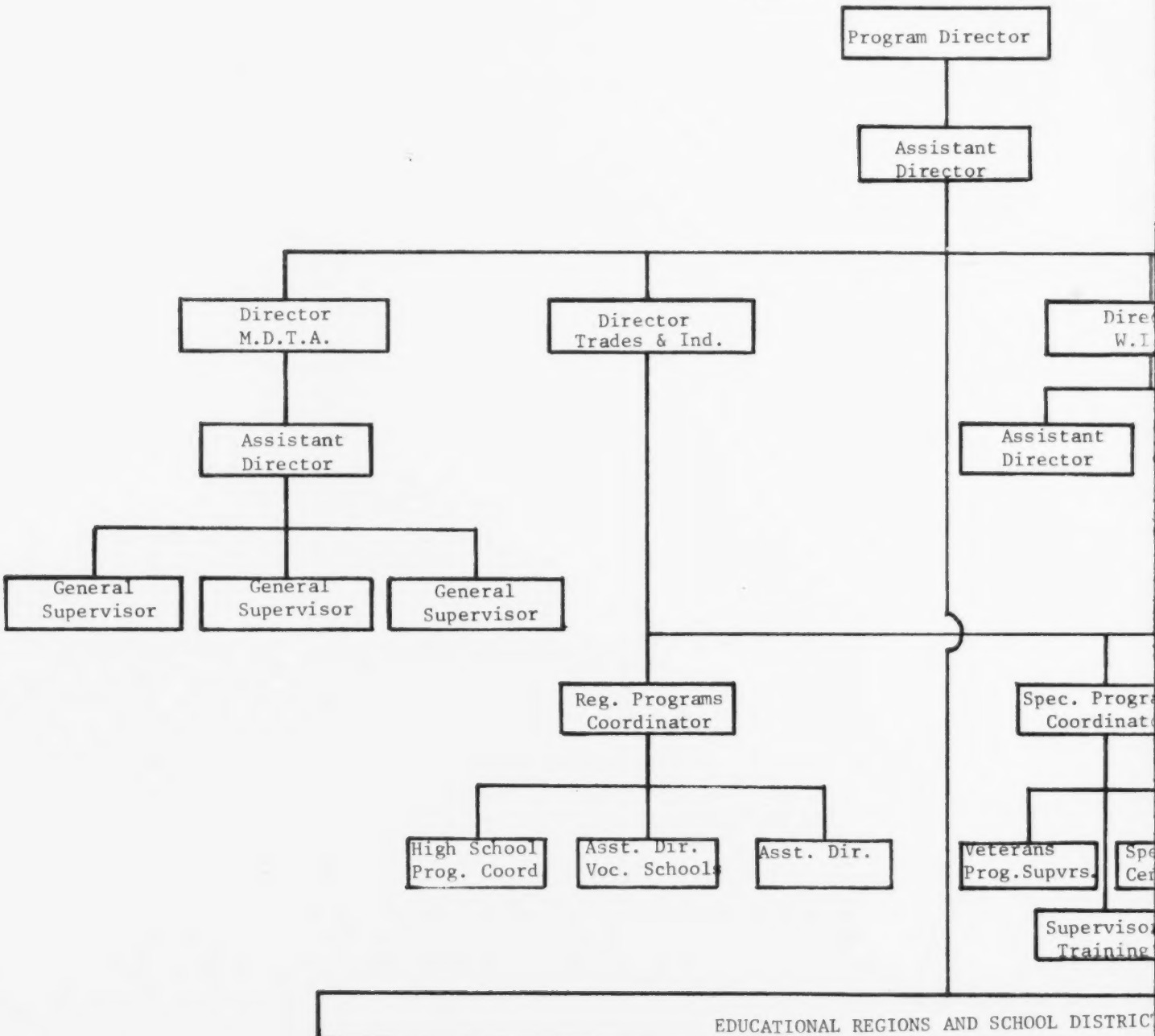


(1) Target date for implementation

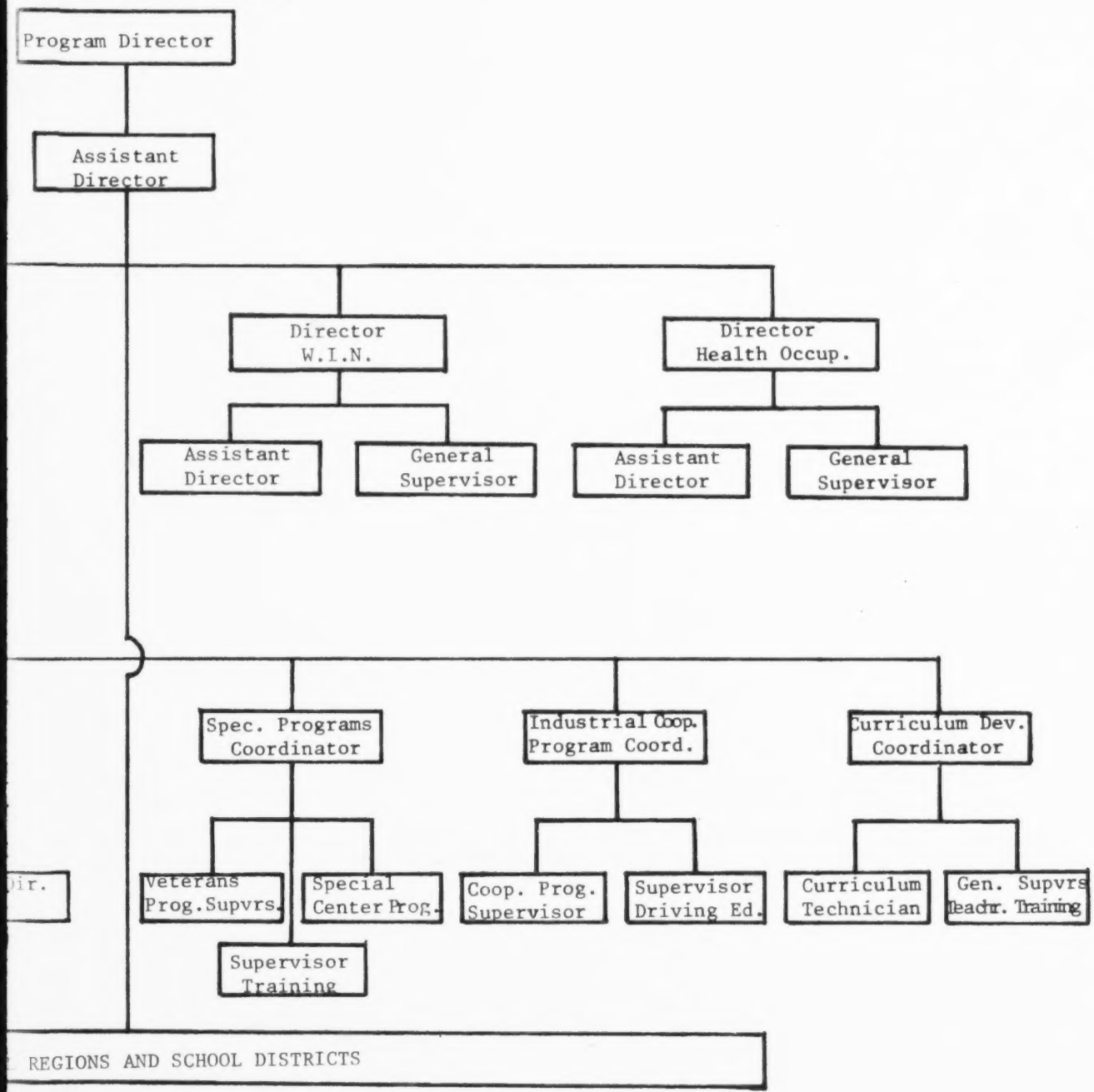
Assistant Director - Administration - 1971-72
Assistant Director - Operations - 1972-73

PRESENT ORGANIZATION CHART

Vocational Industrial Education

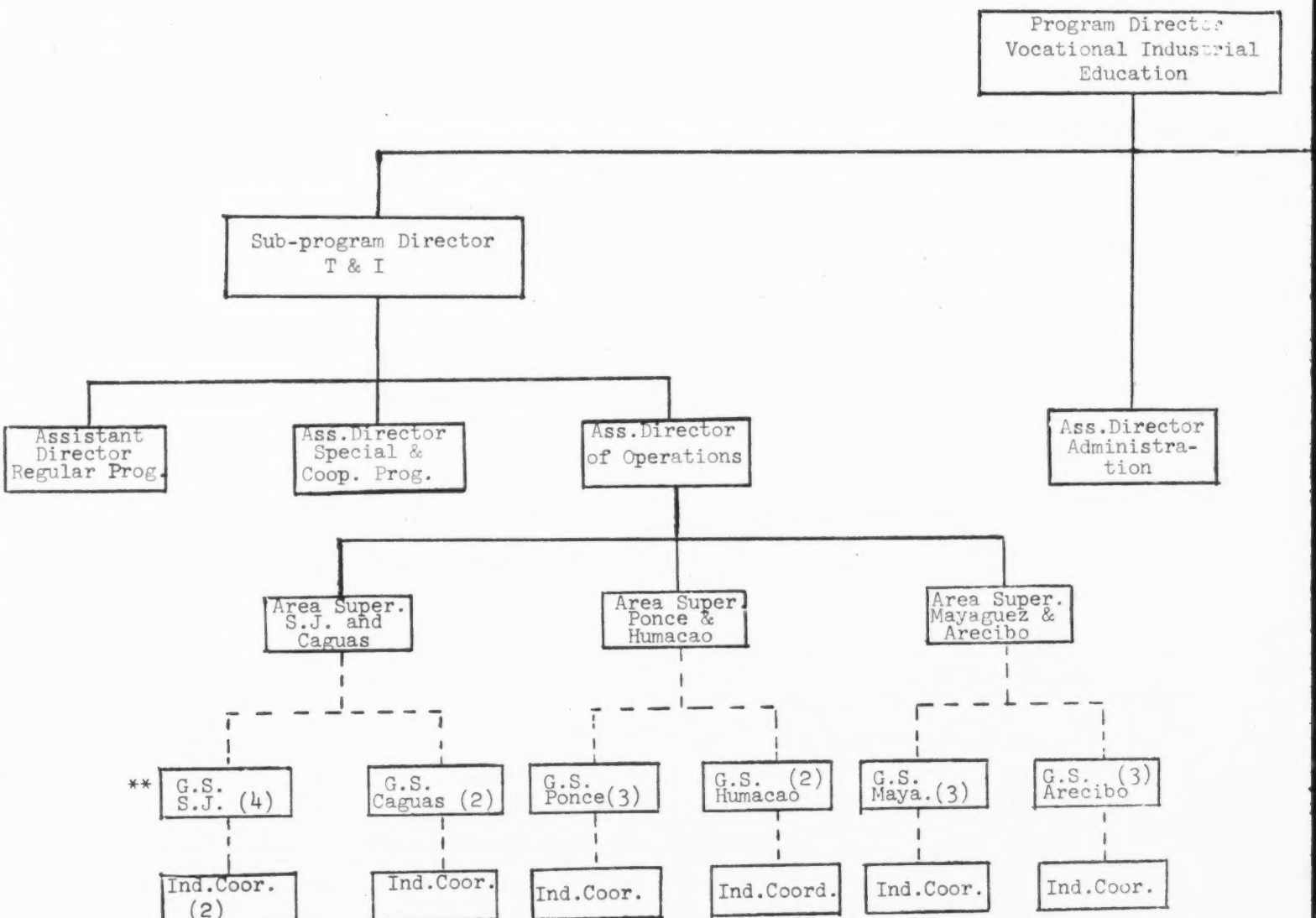


ENT ORGANIZATION CHART
nal Industrial Education



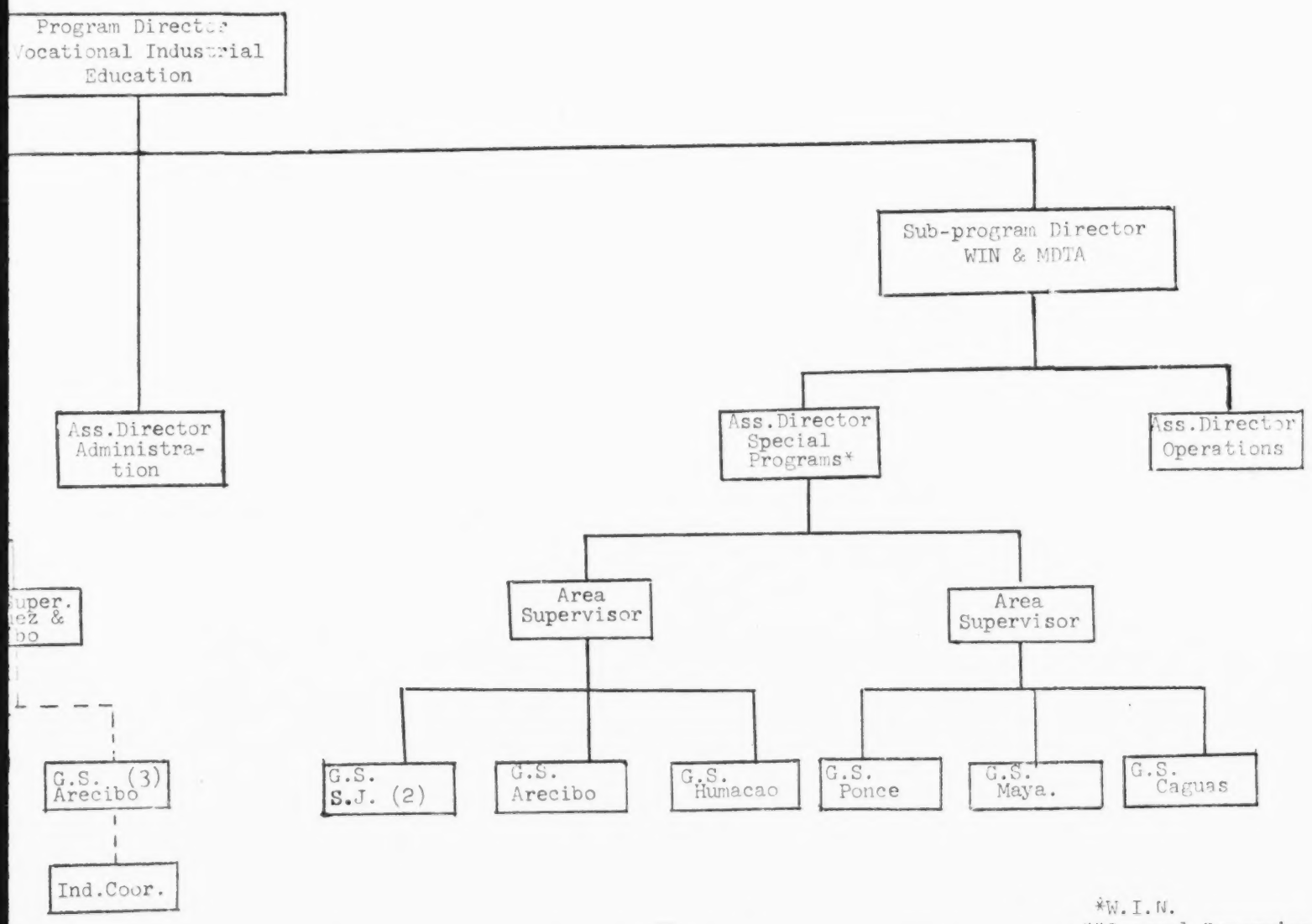
RECOMMENDED ORGANIZATION CHART

Vocational Industrial Educatio



MENDED ORGANIZATION CHART

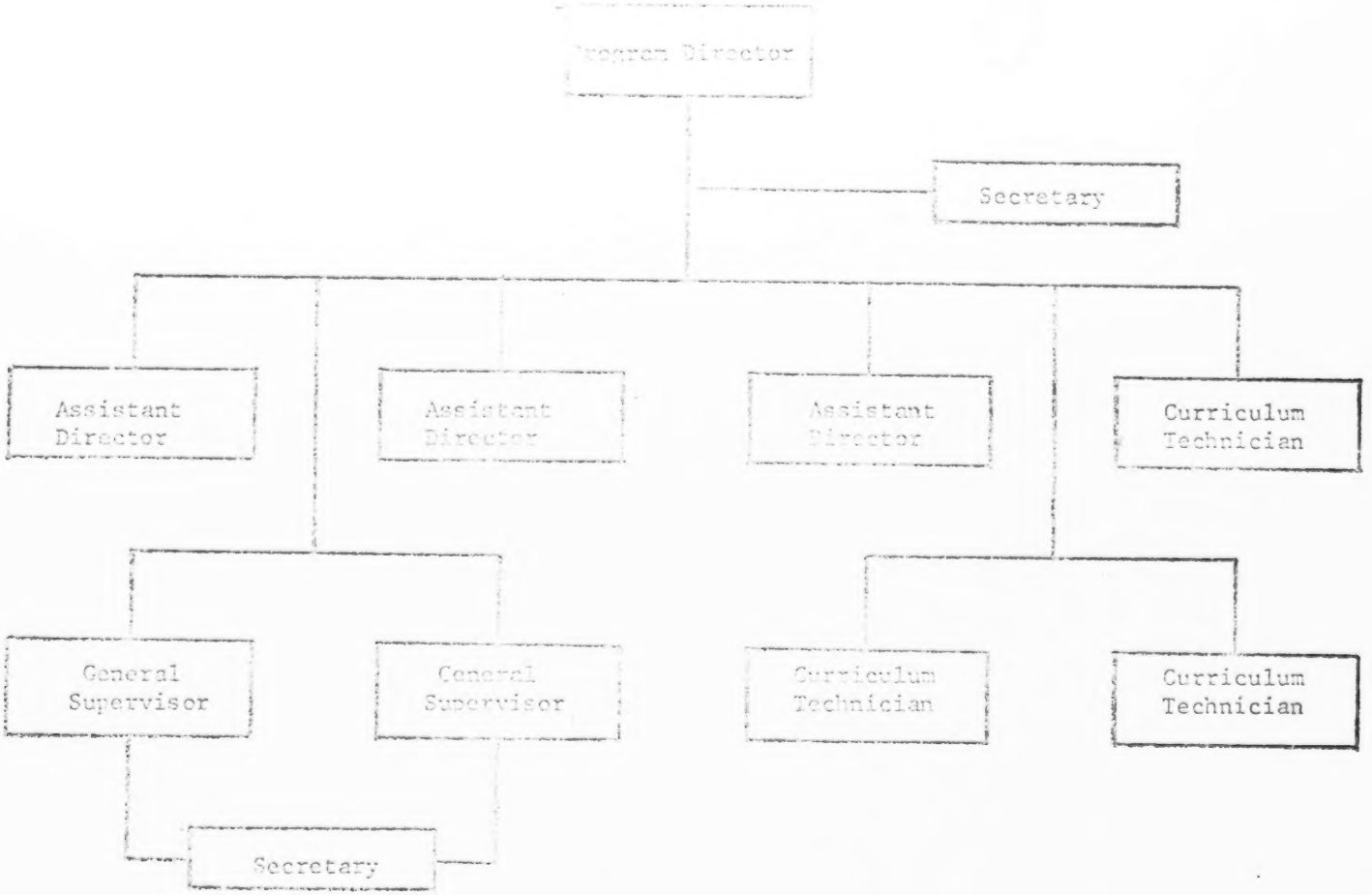
ional Industrial Education



*W.I.N.
**General Supervisor

PRESENT ORGANIZATION CHART

Vocational Guidance



Recreation Organizational Chart

Recreation Director

Secretary

Assistant Director - Administration

Secretary

Assistant Director Class Improvement Supervision

Area Supervisor

General Supervisor

General Supervisor

General Supervisor

Assistant Director Operations

Area Supervisor

General Supervisor

General Supervisor

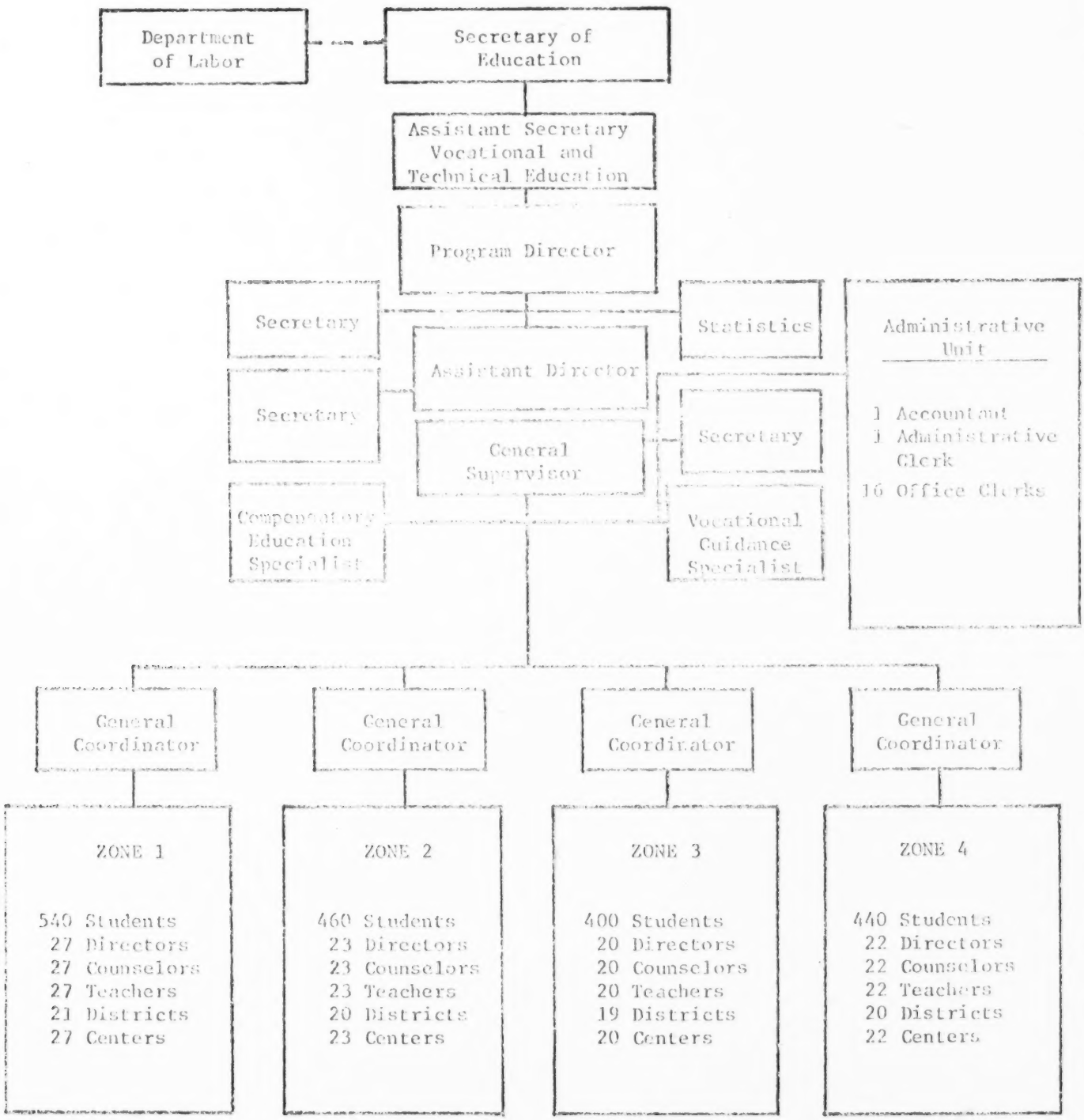
General Supervisor

Assistant Director Facility

Secretary

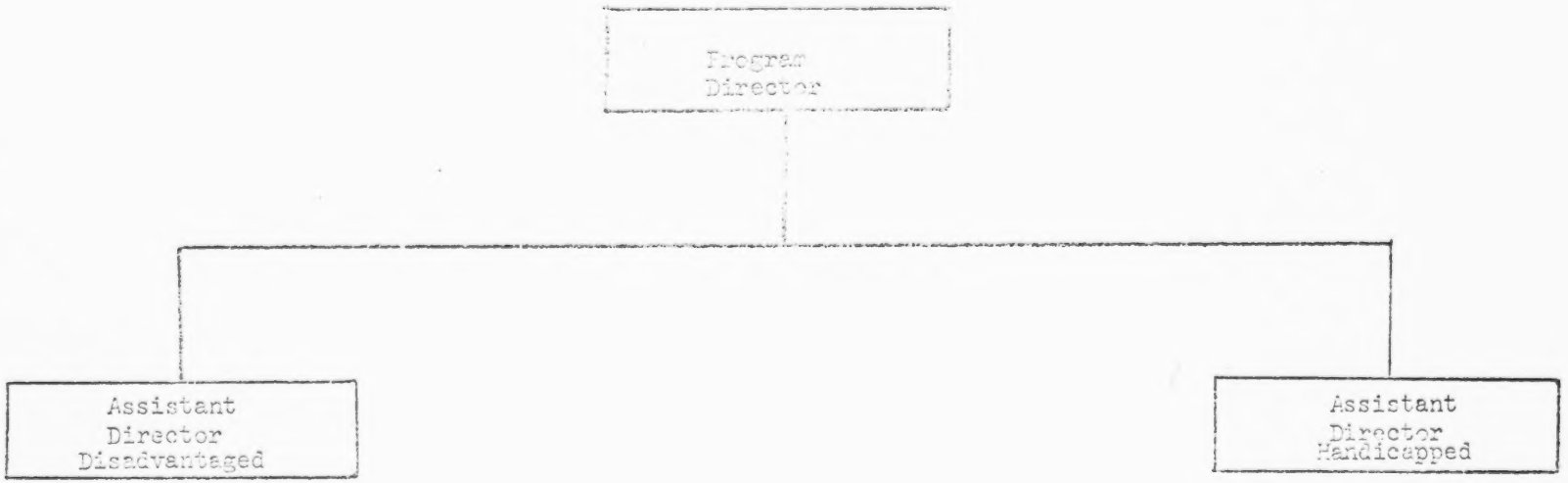
PRESENT ORGANIZATION CHART

Neighborhood Youth Corps



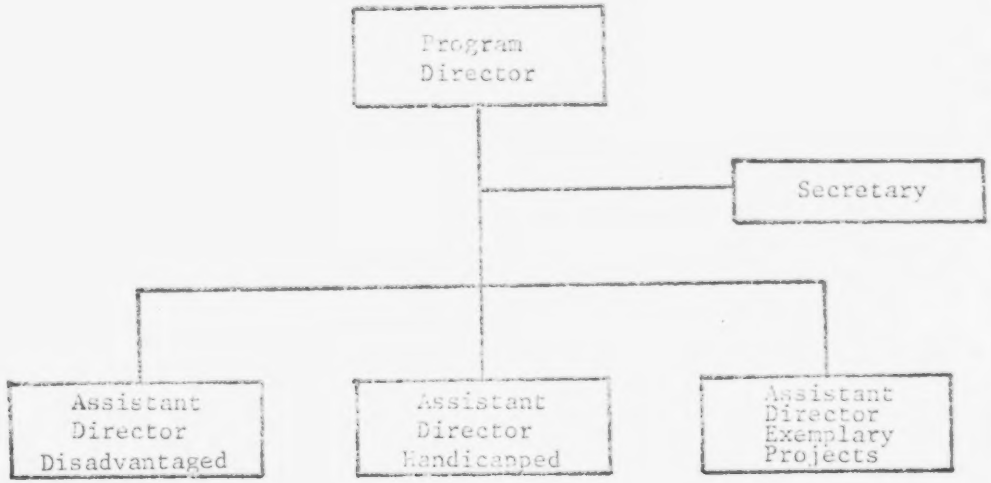
PRESENT ORGANIZATION CHART

Special Programs



RECOMMENDED ORGANIZATION CHART

Special Programs



RECOMMENDED ORGANIZATION CHART

Regional Administration - Areas of Vocational and Technical Education